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ABSTRACT

This basic survey course for directors of day care centers in North Carolina consists of eight units based on the center director's areas of responsibility. These areas include operational planning; physical facilities; financial management; legal issues; curriculum planning; staff, parent, and community relations; and enrollment. Each unit consists of the following components: (1) job tasks and instructional performance objectives; (2) description of unit content, including knowledge or skills needed to fulfill job tasks, suggested teaching methods, and materials recommended to accompany content and methods; and (3) numerous handouts related to, expanding on, and illustrating unit content. Designed to obtain the instructor's reaction to course material, an evaluation form is also included in each unit. Appended are a resource list of related persons and/or agencies; a bibliography of supplementary materials, articles, and audiovisual resources; and a complete list of handouts included. (RH)

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Directing a Child Care Program:

A Course for Administrators

PS 013934

Produced by

Occupational Program Services
North Carolina Department of Community Colleges

Office of Day Care Services
North Carolina Department of Human Resources

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DIRECTING A CHILD CARE PROGRAM

A COURSE FOR ADMINISTRATORS

Developed by

Janice Wheelon McAdams
Frank Porter Graham Child Development Center

Fall, 1983

Produced by

Occupational Program Services
N. C. Dept. of Community Colleges

Office of Day Care Services
N. C. Dept. of Human Resources

With Advice From
Office of Child Day Care Licensing
N. C. Dept. of Administration

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INTRODUCTION

There are 83,531 children enrolled in 2,226 licensed day care centers in North Carolina. Some of those centers are large operations with extensive staff and enrollment. Others are a single individual who serves as both teacher and director. Each year many of those centers close their doors while an almost equal number of new centers open. This seems to be the clearest type of indication that child care centers offer a vital service, but successful operation is difficult.

It is the job of the director of a child care center to assure the success of the operation. That is a difficult job for any director, and the list of units in this course indicates the complexity of that job. It is an especially complicated and difficult job for a director who has had little or no training in child care center administration.

There are many child care centers that do an excellent job of fostering the growth of the children in their program, but they fail because the director lacks business skills. Conversely, many well-managed child care centers offer poor curriculums for the children or do a less than adequate job of community relations.

The development of this course was initiated by three state agencies who had identified a specific need for comprehensive training about child care center administration. The primary criteria used for development was that the course be practical, job related, and specific to North Carolina. The resulting product is a course that is a statement of the need for good successful child care centers and the belief that such centers depend on the knowledge and skills of their directors.

NOTES TO INSTRUCTORS

The writing and design of this course was based on the following assumptions.

1. This is a basic survey course for directors. It seeks to explain what the director does.
2. The course does not address the start-up of centers and therefore does not include information on center goals and objectives or detailed information on child development. These topics are mentioned where applicable but not included as material to be taught.
3. The material has been written for directors in North Carolina and includes information and examples specific to this state. It would be necessary to make some adaptations for use in another state.

This course consists of eight units based on the areas of responsibility of a child care center director. These include operational planning, physical facilities, financial management, legal issues, curriculum planning, staff, parent and community relations, and enrollment.

Each unit consists of the following components.

1. Job tasks and instructional performance objectives
2. The content of the unit including

   .knowledge or skills needed to fulfill job tasks
   .suggested teaching methods
   .materials suggested to accompany knowledge and methods

   The layout of these three columns is intentional. Teaching methods and materials that were planned to accompany specific knowledge areas have been placed adjacent to the appropriate subject in the knowledge/skills column. Therefore, reading from left to right, the instructor should find knowledge, method, and materials that were planned to complement each other.

3. Handouts - each numbered to correspond to their placement in the unit (7B - second handout in the seventh unit)

OPTIONS FOR COURSE OFFERING

This course was designed and written to be used in a variety of ways.

It may be taught

> As a continuing education course (report to Department of Community Colleges as continuing education course HEC 3015),
>
> As a series of workshops using each unit for a different session, or
>
> As a component course of the Early Childhood Associate (T-073) or Child Care Worker (V-067) curriculum.

While the course was designed so that each unit occurs in a logical order, any unit may be used alone. However, an instructor who intends to use any unit alone for an in-depth course should use the information provided here only as an outline. Extensive expansion of the material would be necessary. Unit 1, Operational Planning, was considered to be the foundation on which each of the other units relied and so appropriate parts of that first unit may need to accompany any other unit used individually.

INSTRUCTIONAL METHODS

It is recommended that an assessment instrument in the form of a pretest be developed by the instructor and given prior to the teaching of each unit. The results of the tests can assist the instructor when planning instruction: which topics should be emphasized, which topics could receive less instructional time.

Suggested instructional methods are included in the course outline. The actual teaching methods used may need to be modified to fit the backgrounds of the students and the availability of teaching materials. On the other hand, the students will bring a wealth of life experiences to the program. The instructor(s) should keep formal lecture presentations to a minimum. A more informal lecture/discussion approach is recommended. Ample opportunity should be given for the students to contribute to the learning process based on their experiences with the particular topic.

Because of the emphasis in the course outline on class discussion and small group exercises, it is advised that class size be limited to approximately 20 students.

INSTRUCTIONAL MATERIALS

Instructional materials for each unit are listed in the course outline. Reference material for each unit is included in the form of handouts following the text of each unit. These handouts may be used to increase or sharpen the instructor's information and many of them may be used as instructional material with the students. The handouts may be a sufficient text for a workshop or short course presentation or they may merely supplement a textbook such as Administration of Schools for Young Children by Phyllis Click, Developing and Administering a Child

Care Center by Dorothy June Sciarra and Anne G. Dorsey, or Nursery School and Day Care Center Management Guide by Clare Cherry, Barbara Harkness and Kay Kuzma. All instructors need a copy of the following three documents for reference:

> Operating Standards and Licensing Procedures for Child Day Care Facilities - North Carolina Office of Child Day Care Licensing
>
> AA Day Care: A Guide for Planning - North Carolina Office of Child Day Care Licensing
>
> Child Day Care Center Standards - North Carolina Office of Day Care Services
>
> (See Resource List for address of these agencies.)

Throughout the text there are references to the Resource List which contains the name, address and phone number of those persons and/or agencies that may be useful in the presentation of this material. Use of this resource list should increase the available information of any instructor. This list is found in Appendix A.

The bibliography includes materials, articles and audiovisuals that may be used in addition to the handouts accompanying each unit. While this is not an exhaustive bibliography, an effort has been made to include more information on each of the unit topics. This additional information is available, as noted with each entry, through one of the agencies listed on the Resource List. The bibliography is found in Appendix B.

A complete list of handouts is included in in Appendix C.

COURSE REQUIREMENTS AND STUDENT EVALUATION

Specific course requirements will vary with the way this course material is used. Regardless of use as course, workshop or training session, the instructor will need to decide upon the objectives to be met at the completion of the use of the material.

Each unit contains specific instructional performance objectives. In some cases, it would seem advisable to view satisfactory attainment of each performance objective as a course requirement for each student. In other cases, failure of a student to meet a specific performance objective may be seen as an indication of future learning needs only.

COURSE EVALUATION

An evaluation form to obtain the instructor's reaction to the course material is included at the end of each unit. Information from these evaluations will be used if the course is revised and for guidance in development of other courses.

UNIT ONE: OPERATIONAL PLANNING

Job Tasks	Page	Handouts
I. Maintain appropriate records for following:	1.4	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I
A. Staff		
1. Application		
2. Job description		
3. Contracts and letters of appointment		
4. Medical		
5. Fringe benefits (medical, sick leave, annual leave) and FICA, workers' compensation, unemployment insurance, and state/federal withholding taxes		
6. Performance evaluation		
7. Attendance/individual payroll record		
8. Staff development		
9. Substitutes		
10. Staff report		
B. Children	1.11	1J, 1K, 1L
1. Assessment		
2. Attendance		
3. Medical		
4. Insurance		
5. Application form and personal, family, and emergency information		
6. Application for special assistance		
7. Special permissions		
C. Operation	1.16	1M, 1N, 1O
1. Bookkeeping		
2. Permits		
3. Licenses and regulations		
4. Inspection report: fire, building, sanitation		
5. Insurance: liability and facility		
6. Tax records		
7. Payroll records		

	Page	Handouts
II. Develop policies A. Operational B. Personnel	1.19	1P, 1Q, 1R
III. Establish and work with advisory and governing boards	1.21	1S
IV. Establish and maintain schedules A. Staff B. Housekeeping and maintenance C. Children's program D. Volunteers E. Food program F. Transportation G. Security H. Fire	1.24	

Instructional Performance Objectives

Can list all the types of staff records that should be maintained and give the reason for maintaining them

Given case examples, the student will be able to identify examples of good/poor personnel policies

Can critique application forms identifying appropriate/inappropriate questions

Can write a job description

Can list the required and optional fringe benefits

Can list the types of children's records that should be maintained and give the reason for maintaining them

Can develop a form for enrollment/personal information application

Can read and explain the "Summary of the N. C. Child Day Care Licensing Legislation, Article 7, Chapter 110 of the N. C. General Statutes"

Can list the four major components for good fiscal management

Can review and critique an operational policy. Given a case example, can write an appropriate operational policy

Given a list of the responsibilities and the administrative tasks of a child care center, can identify the individual or group responsible: director, staff, board of directors or advisory committee

Given a case example, can prepare a complete annual schedule of events incorporating three of the areas listed in Job Tasks IV, above

Knowledge/Skills	Suggested Methods	Materials
I. MAINTAIN APPROPRIATE RECORDS		
It is important that a complete set of records be maintained for each child care center. Records need to be available for reference to past occurrences, current policies and for future planning to ease the change of directors and in some cases to meet the requirements of licensing laws. Further, many of the records are desirable for good business practices.	A general discussion based on open-ended questions such as the following: 1. Why is it important to maintain appropriate records? 2. Does record keeping require too much of a director's time? 3. What are the results of good/poor record keeping?	Flip-chart and markers to record responses for later reference
Three main categories of records are those involving staff, children and operations. In each of these three categories there may be records that should be kept in a secure place. Each center director would need to decide which records are most valuable and/or which would be most difficult to replace in case of fire or theft. These records could then be locked in a fireproof drawer or cabinet, or duplicate copies could be kept at another location.		
A. Staff records 1. Application forms This form is filled out by the candidate to show background training and qualifications for a particular job. The application form may ask specific questions about a particular job, or it may be a general form used for any opening within the center.	Each student may be given a copy of the handout application form or it may be viewed using an overhead projector. Discuss what should and should not be included and why. OR	HANDOUT 1A: Sample Job Application

Knowledge/Skills	Suggested Methods	Materials
Application forms should a. Be easy to read and understand; b. Provide space for responses to specific question; c. Be specific, but may not ask questions that are considered an invasion of personal rights: age, race religion; (See Unit 4, Legal, pp. 4.7 and 4.8.) d. Ask for references; e. Be kept on file if the person is hired to begin a personnel folder; f. Be kept on file even if the person is not hired for future reference and documentation; and g. Be reviewed once a year for format or information changes.	Lecture/discussion on the items listed about characteristics of application forms. OR Discussion may be led focusing on previous applications that students may have filled out. 1. Were there particular questions they would have chosen not to answer? 2. Would they tend to ask these same questions themselves?	
2. Job description A job description is important because it details a thorough explanation of the duties. It should be broad enough to allow for creativity in special skills of the employee but specific enough to avoid conflict within the staff over who does which job. A job description should be reviewed annually or anytime the basic duties of the staff change. A job description should include the following:	Have a chart prepared of what items a job description should include or elicit this information during a large group discussion. OR Individually or in small groups have students write a job description. Ask other small groups or individuals to critique the job description looking particularly for specificity, items	Flip chart, magic marker HANDOUT 1B: Sample Job Descriptions

Knowledge/Skills	Suggested Methods	Materials
a. Job title, b. Person to whom responsible, c. People for whom responsible (organization chart), d. Qualifications (education, experience, personal qualities), e. Duties and responsibilities, and f. Salary schedule.	not included or extraneous information.	
3. Letters of appointment or contracts Letters of appointment or agreements relating to the conditions of employment are desirable in order to define mutual responsibilities. A letter of appointment usually includes the a. Title of position; b. Date and time of employment; c. Definition of probationary period if applicable; d. Salary - specific amount to be paid and schedule of payment; e. Fringe benefits - for example, number of days of sick leave and vacation; and f. Special conditions. In some cases formal contracts are developed for employment purposes. They usually include the same information as letters of appointment. It is recommended that contracts be reviewed by a lawyer.	After discussing the meaning and component parts of a letter of appointment, have the group divide into small groups. Each group should be given a similar assignment: for example, write a letter of appointment for a new teacher's aide beginning work next week While the groups are comparing their final products, make sure their evaluation discussion includes 1. Concise, easily understood language, and 2. Those conditions typically included in a contract or letter of appointment.	Flip chart, paper and markers for each small group so that resulting products can be easily compared Refer to HANDOUT 3N: Notification of Employment Status.

Knowledge/Skills	Suggested Methods	Materials
4. Medical A health form signed by an authorized person should be on file for each employee. It should include an annual physical examination and tuberculin test for each employee. The purpose of these records is not only to protect the children but also to protect staff by alerting them to their health concerns and reminding them of good health practices.	Discuss medical requirements for staff in the mandatory licensing law. A copy of the licensing manual is available for a fee from the Office of Child Day Care Licensing (OCDCL).	HANDOUT 1C: Staff Medical Report (Sample) See Resource List for address of OCDCL.
5. Taxes and fringe benefits Taxes and fringe benefits are those required benefits and extra benefits available to employees. These benefits may vary from center to center. The following are examples of what may be included. a. Required (1) Federal & state withholding taxes (2) Social Security (FICA) (3) Workers' compensation where applicable (See Unit 4, Legal, p. 4.6.) (4) Unemployment insurance where applicable b. Optional (1) Accrued leave: sick, annual, vacation (2) Educational options (3) Health insurance (4) Retirement plan	Ask each student to list in two columns those fringe benefits that are required and those that are optional. The resulting discussion may use Handout 1E as a reference for what options may be discussed.	HANDOUT 1D: Insuring Your Program: Employee Taxes and Benefits HANDOUT 1E: A Simplistic Review of Insurance Needed by Day Care Centers HANDOUT 1F: Employees: Are You Having the Right Amount of Federal Tax Withheld?

Knowledge/Skills

6. Peformance evaluation
   Evaluations should be scheduled regularly (usually annually) both to help employees formulate good working skills and to help them evaluate the kind of job they are doing. The criteria and procedures for these evaluations should be written up and each staff person should have a copy.
   a. Evaluation criteria should include
      (1) Who will evaluate whom;
      (2) How often evaluation occurs;
      (3) What instrument or procedure will be followed, i.e., job description;
      (4) Who decides whether criteria have been met; and
      (5) What are consequences if criteria are not met.
   b. The employee should be aware of the consequences if criteria have or have not been met. These include
      (1) Raise,
      (2) Opportunity or no opportunity for advancement, and
      (3) Termination of job.

Suggested Methods

Two different styles of employee review are available as handouts as a basis for discussion. This may be done by listing similarities/differences of the two formats either individually or in any size group.

OR

Another option would be for different members of the class to offer their experiences in staff evaluation, which formats they used, and reactions or feedback from their staff members.

Materials

HANDOUT 1G: Sample Employee Evaluation

HANDOUT 1H: Sample Employee Evaluation - "Performance Review"

Refer also to HANDOUT 5E: Center Developed Evaluation Instruments.

Knowledge/Skills	Suggested Methods	Materials
7. Attendance/individual payroll record a. Attendance forms may be either a checklist on which staff members check off their names as they daily enter and leave or a sign-in list on which they record arrival and departure times.		
b. This information is used to keep current records on (1) Sick leave, (2) Personal leave, and (3) Accrued vacation or annual leave.		Refer to HANDOUT 30: Leave Accumulation Sheet.
c. Individual payroll records are used to record the amount of pay received and taxes withheld each pay period. Raises and the date they are effective are also recorded. The information on these forms is used in filing quarterly and annual tax forms and in verifying income to file for unemployment. (See Unit 3, Financial Management, pp. 3.12 and 3.13.)		
8. Staff development These records may vary greatly in format; the critical element is that each staff member has a record of training updated annually. This information may be a. Used by the director to plan centerwide or small group staff		

Knowledge/Skills	Suggested Methods	Materials
development workshops, b. Useful to the individual staff members as they apply for courses or credentialing, c. Useful to the center director in justifying raises or personnel moves within the center, and d. Useful to the center director in ascertaining whether employees have attempted to meet their deficits.		
9. Substitutes A list of names, addresses, phone numbers, and social security numbers of substitutes should be kept readily available. A brief summary of the past performance of each substitute should be recorded including such items as a. Availability of substitute, b. Age levels substitute has worked with previously, c. Age levels substitute is willing to work with, and d. Particular problems observed with this person, i.e., lack of control, lack of cooperation.		
10. Staff report (OCDCL-013) This form must be completed for all staff members, including substitutes.		HANDOUT 1I: Sample Report on Staff

Knowledge/Skills	Suggested Methods	Materials
B. Children's records Information on children may be divided into records that are most likely kept by the teacher and those kept by the director.	Introductory discussion/presentation could focus on which records are important and why they should be maintained.	
1. Records that are typically kept by the teacher a. Daily child attendance should be recorded either at a time or in a style which makes it a fast procedure but easy for a teacher to remember to do. The information from this attendance form is used for		HANDOUT 1J: Attendance Report for Children (Sample)
(1) Billing parents (except in cases of a set charge), and (2) Record keeping and reporting purposes for the USDA Food Program, Division of Child Nutrition, if applicable.		See Resource List for address of USDA Food Program.
b. Child assessment is done periodically in most child care centers, usually in the fall and spring. This assessment may be in the form of printed, standardized tests (as in the Carolina Developmental Profile, Denver Developmental or Learning Accomplishment Profile - LAP); or it may be informal such as a behavior		Refer to HANDOUT 5E Center-Developed Evaluation Instruments. Several informal tools for various preschool ages are available in *Your Day Care Staff* by J. McAdams, et al. See Bibliography, Staff Development section.

Knowledge/Skills	Suggested Methods	Materials
checklist or teacher observation tool (either a form suited to that particular center's needs or a model borrowed from another center). Most child assessment instruments gather information on motor and cognitive skills; some are more detailed and ask specific questions in each area of development: cognitive, motor, social, emotional, etc. (See Unit 5, Curriculum Planning, pp. 5.6 and 5.7.) The data gathered may be used for the following purposes: (1) To more completely identify a problem that a child may be having so that an appropriate referral for special help can be made, (2) To document a change in behavior or skill over time before discussing that change with the parent, (3) To help a teacher see growth and/or lags in the children, and (4) To help a teacher understand the developmental level of a new child.		

Knowledge/Skills	Suggested Methods	Materials
2. Records that may be kept by the director		
a. Medical history and record of physical exam. It is important to have ready access to this information for these reasons: (1) To know that all immunizations are up to date so that all children are equally protected, and (2) In case of emergency to have an accurate record of the child's allergies and medical history.	Distribute handout and ask for questions; little discussion may be required.	HANDOUT 1K: Children's Medical Report (Sample)
b. Insurance There is insurance available to parents at minimal cost to insure a child from the time of leaving home until returning home in the afternoon. Each individual center may choose whether to offer this coverage and whether the center or the individual parent will pay. It is desirable to have blanket accident coverage provided by the center. However, in the case that it is offered individually and some children are enrolled, confirmation of their actually being insured and the coverage included should be readily available to each center director.		

Knowledge/Skills	Suggested Methods	Materials
c. Application form and personal information sheet; emergency information Each piece of information asked for in these forms (or form if they are combined) is important either to the health and safety of the child, the efficient operation of the center, or for increased understanding of the child and family. The following list of information should be available to the center director before the child's first day in the center and should be updated each year. (1) Name and nickname of child (2) Names of family members and ages of siblings (3) Names of other members of household and relationship to child (4) Home address and telephone number (5) Name, address, telephone number of parent(s) and employer(s) (6) Arrangement for payment of fees (7) Transportation plans for the child (how transported and by whom) (8) Medical history and physical exam	As a small group activity, have each group design an application form using the required information on the handout. In evaluating the various forms, format as well as content may be evaluated. It may be worthwhile to have each group put their final product on flip chart pages so that a comparative discussion could easily follow.	HANDOUT 1L: Sample Child's Application for Day Care Refer to HANDOUT 8B: Admission and Information Forms for other examples of forms.

Knowledge/Skills	Suggested Methods	Materials
(9) Social history of child (10) Name, address, telephone number of person outside of family to contact if family member can't be reached (11) Name, address, telephone number of child's doctor or clinic		
d. Application for special assistance An example of a necessary form in this category is the USDA Food Program application that a parent may fill out each year showing need within that particular family for assistance in providing the child's meals.		See Resource List for address of USDA Food Program.
3. Special permission form This could be a blanket form that each parent is asked to fill out as the child is registered each year. A general form such as this would allow the child to participate in the total program of the center (transportation, field trips, research, video taping). Another option many centers and parents prefer is a separate form for each occasion. These forms would still need to be kept on file even after the event occurred, but could be accumulated under general files entitled "Field Trips", or "Research Project Permission."		

Knowledge/Skills	Suggested Methods	Materials

A blanket or separate form for special events does not relieve the center of liability.

C. Operational records

1. Bookkeeping

A successful bookkeeping system relies upon an accurate and complete set of records for all financial transactions. The essentials of these transactions are covered in Unit 3, Financial Management, pp. 3.11-3.15. Handouts included with that unit are examples of the records that should be kept.

Therefore, for the purpose of this unit a list of the bookkeeping records that should be kept will suffice. These include

a. Purchase orders,
b. Check stubs,
c. Employment agreements,
d. Sick and vacation leave records,
e. Records of staff travel,
f. Summary of fees due and attendance of children, and
g. Budget.

Knowledge/Skills	Suggested Methods	Materials
2. Permits All permits that are issued by the local municipality or state must be kept on file, unless they are required to be posted. Permits that fall into this category may be a permit to do business, zoning or a building permit if adding space to the center.		
3. Licenses/regulations These are used as a standard for doing business and should be kept on file. It may be important for parents and staff to be aware of what these licenses or regulations are and the specifications they include. For this reason, annual copies may need to be either posted or made available along with or included in the operational policies.	This document is important enough to actually spend class time in reading it. A large group discussion of each of the major points could follow. Students could pair up to discuss or write an explanation of the summary.	HANDOUT 1M: Summary of the N. C. Day Care Licensing Legislation, Article 7, Chapter 110 of the N. C. General Statutes Note that the copy of the summary included is projected to be revised by the time of distribution of this course. Contact the Office of Child Day Care Licensing for a current summary. See Resource List for address for OCDCL.
4. Inspection reports from the local or county fire, building and health departments. a. It is important to keep the building inspection on file because it is a one-time report, unless the center is renovated, the number of children originally planned for changes, or the center changes ownership.		

Knowledge/Skills	Suggested Methods	Materials
b. Fire and sanitation inspections are required to be kept on file and may be reviewed periodically by the center's regulatory agency. Fire and sanitation inspections usually occur annually. In case of an accident, fire, etc., the fact that the center has had these inspections will be of interest to the center's insurer. Having an established file may help assure the availability of this information.		HANDOUT 1N: Evacuation Plan and Fire Drill Report
5. Insurance Fire (physical damage) and liability insurance are recommended. Copies of all insurance policies and records of quarterly or annual payments should be kept available for easy reference. Reimbursement information will be included in the policy.	In a lecture format, a brief presentation of these two types of insurance could be made. Information could be elicited from class members about their experiences with insurance. OR Invite a local insurance agency person in for a brief presentation and question/answer time.	HANDOUT 1O: Insuring Your Program - Liability Insurance Refer to HANDOUT 1E.
6. Tax records Included here would be those state and federal tax forms that were submitted either quarterly or annually. These should be kept for easy reference when compiling an annual report or budget, for reporting yearly comparisons to the board of directors, and also for audits that are likely to occur several years after taxes have been		

Knowledge/Skills	Suggested Methods	Materials
listed and submitted. Records and supporting documentation are crucial to the center's protection.		
7. Payroll records (Refer to Unit 3, Financial Management, pp. 3.12 and 3.13.)		
II. DEVELOP POLICIES		
A. Operational policies Operational policies are those written policy statements that the center director or board uses in clarifying the purpose and plans for care, in being consistent in administration, and in communicating with parents.	Read and critique the handout in small groups. Then ask each member of the class to write their own example of an operational policy based on the hypothetical information provided.	HANDOUT 1P: Outline of Topics to be Included in an Operations Manual
1. These policies should be available to both parents and staff members. They should be reviewed and updated annually.	Handout 1Q is not necessarily an example of good operational policies. It should be examined very carefully by the class.	HANDOUT 1Q: Example of Operational Policies
2. These policies may include a. Hours and days of operation, b. Age limit of children served, c. Developmental limitations of children served, d. Safe arrival and departure procedures for children, e. Care for ill children, f. Amount of fees and procedures for payment, g. Discipline policy, h. Procedures for obtaining enrollment information,		

Knowledge/Skills	Suggested Methods	Materials
i. Procedures for reporting suspected child abuse/neglect, and j. Security.		
B. Personnel policies Personnel policies include essential items relating to employment, benefits and fulfillment of responsibilities. Personnel policies are important because they spell out rights and responsibilities of each staff member efficiently. These policies provide security for the employee as an individual and as a member of the center staff. They also provide standards so that administrators can eliminate dealing with problems based on personalities and promote consistency in staff/administrator relationships.	Discussion asking input on what personnel records should include and why. Key questions for discussion could include the following: 1. How are personnel policies formulated? 2. Who should get copies and why? 3. What items should be included in complete personnel policies? 4. What items should not be included in personnel policies?	HANDOUT 1R: Outline of Topics to be Included in the Personnel Policies and Procedures of a Day Care Program
1. Personnel policies should be a. Written out, typically with input from the director, a staff representative, parent(s), and representatives from the board of directors and licensing or certifying agency; b. Given to each new employee, with important items being discussed; and c. Updated or reviewed once a year.		
2. Personnel policies should include information that each employee may	Ask members of class to bring policies from centers for	

expect from the employer and vice versa.

For example:

a. Hiring/termination practices - a statement meant to assure staff members that they are not being singled out or treated differently than any other staff member. It is important to be aware of nondescrimination laws and what you are and are not allowed to ask (See Unit 4, Legal, pp. 4.7-4.9.)

b. Benefits - what benefits are required and which are optional? (See discussion of taxes and fringe benefits on p. 1.7.) Discuss pregnancy and maternity leave here.

c. Confidentiality - the assurance that staff will not breach the confidences of parent, child or fellow center staff members.

d. Grievance process - an appeal process available if some stated criteria are not met.

e. Disciplinary policy - a written statement that details the consequences of unacceptable behavior.

III. ESTABLISH AND WORK WITH ADVISORY AND GOVERNING BOARDS

Most child care centers are privately owned by either a single individual (sole proprietorship), a partnership, or a corporation.

examination by class or the instructor should collect some examples of personnel policies for class examination.

Knowledge/Skills	Suggested Methods	Materials

When establishing any private for profit arrangement, it is necessary to retain legal counsel since personal/financial situations vary. Sole proprietorship and partnership arrangements rarely have governing boards although they may have advisory committees. Corporations generally are defined by their articles of incorporation as to membership of the board.

A. The organization, sponsorship or funding of a particular center may determine the kind of board a center has. In most cases, this board has ultimate responsibility for the total program with the center director following the dictates of this board. Actually, some boards are actively involved in each major function of the center, while others delegate all responsibility to the director and ask very little explanation for decisions made. Boards usually meet monthly. It is important to distinquish between those tasks of the board and those of the center administration. The following distinctions may be drawn.

   1. The board is governed by its articles of incorporation and its by-laws. The center staff is directed by the board.

   2. The board is involved in the development of policy or rules for

Knowledge/Skills	Suggested Methods	Materials
operation of the center; the staff is involved in the implementation of policy.		
B. There are several kinds of boards with which child care centers may be involved.	Use a panel consisting of members of a board of directors, an advisory committee member, a center director with a board of directors, and a sole proprietorship director to discuss their individual responsibilities in center operation.	HANDOUT 1S: Chapter II, The Board of Directors from *Day Care Administration*
1. If a center chooses to incorporate as a non-profit entity, a corporate or governing board is established. Tax-exempt status is obtained from state and federal revenue departments. A lawyer is necessary to help establish articles of incorporation, by-laws and tax-exempt status. Membership of the board is prescribed by the articles of incorporation and by-laws. Members may serve on standing committees whose specific duties are spelled out in the by-laws. Typical committees include executive, personnel, finance, building and program.		
2. An advisory committee may function under or through the board of directors, or it may not be connected with the board at all. A center may elect to have a group of people who are chosen to make suggestions for the smooth functioning of the program. Advisory groups are not, as opposed to board of directors, responsible or legally liable for the operation of the center program.		

Knowledge/Skills | Suggested Methods | Materials

3. All board members as well as advisory committee members should participate in regular sessions to include training and review of
    a. By-laws and articles of incorporation,
    b. Personnel policies,
    c. Insurance policies,
    d. Financial situation, and
    e. Center operations.

Training sessions should enable board members to establish and update both long range financial and program goals.

IV. ESTABLISH AND MAINTAIN SCHEDULES

A. Staff

A file should be maintained for current and old schedules enabling the director to reuse a particularly effective schedule or to help a new administrator understand the workings of the center.

Types of staff schedules that may be maintained could include the following:

1. Daily staff work hours and breaks (should be posted);

2. Playground duty;

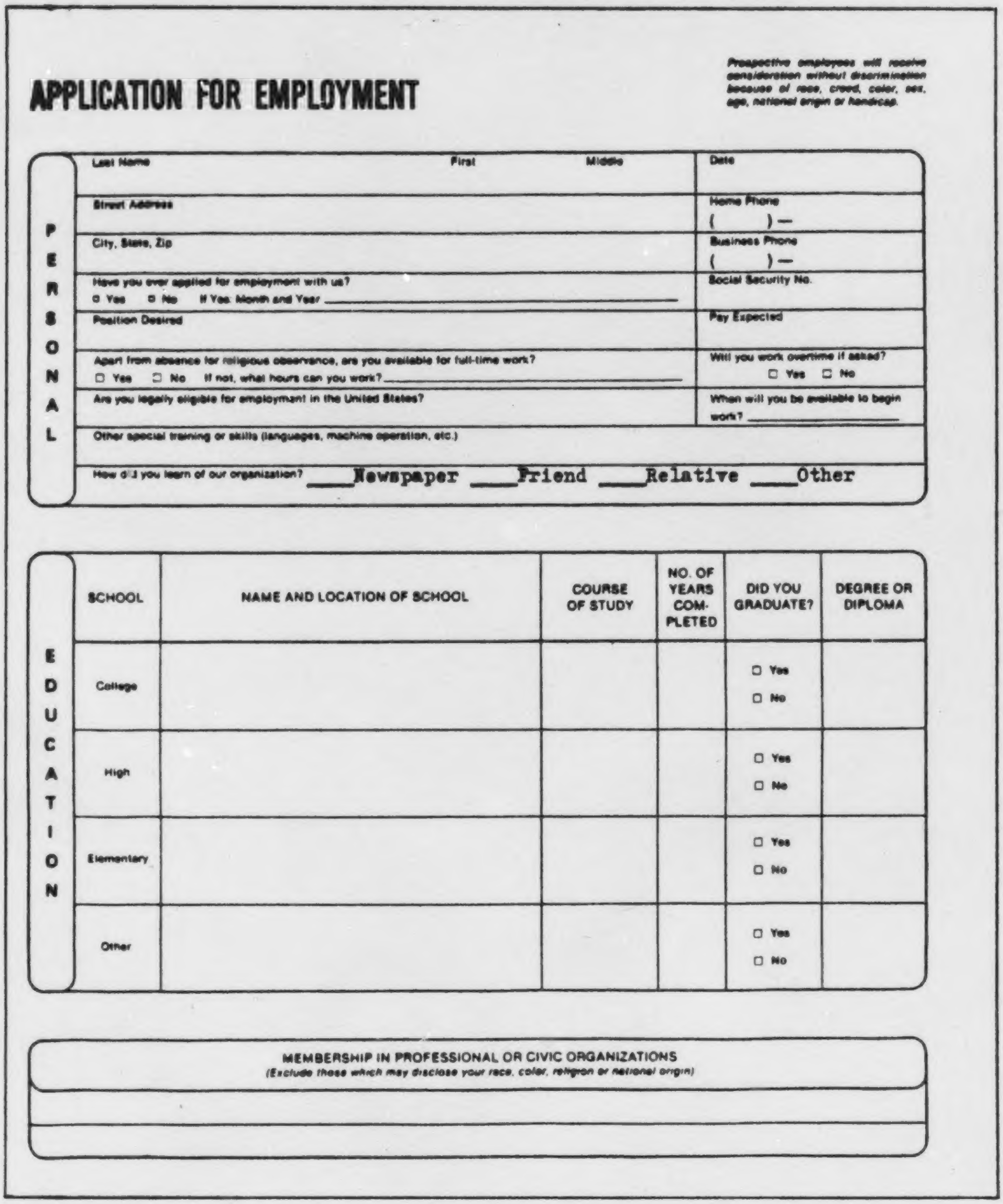
Knowledge/Skills	Suggested Methods	Materials
3. Transportation responsibilities;		
4. Housekeeping responsibilities, if part of staff duties; and		
5. Staff development activities attended.		
B. Housekeeping Whether housekeeping duties are performed by the janitor or an outside cleaning service, a schedule should be established.		Refer to HANDOUT 2C: Housekeeping Schedule.
C. Children's program While much of the children's program is carried on in individual classrooms or groups, there are certain activities that are facilitated by planning and schedule keeping. These may include the following:		
1. Playground use,		
2. Shared space use, and		
3. Field trips.		
D. Volunteers Records of the volunteer program may be kept to insure continuity as both volunteers and staff may change. Records		

Knowledge/Skills	Suggested Methods	Materials
allow volunteers to keep track of their contributions to the center and the number of hours contributed. These records may include 1. Overall plan and objectives, 2. Kinds of work open to volunteers, 3. Lists of groups or agencies that are sources for recruiting volunteers, 4. Applications for volunteer work, 5. Starting/termination date for each volunteer, 6. Jobs filled by volunteers and by whom supervised, 7. Notes of orientation session, and 8. Evaluation of volunteers and programs. E. Food program Information about various aspects of the food program should be kept on file. 1. Weekly menus may be posted for parents to see.		

Knowledge/Skills	Suggested Methods	Materials
2. It may be useful to periodically record how much and what is being eaten by the children.		
3. Additional reporting requirements may be necessary if the center participates in the USDA Food Program.		See Resource List for address of USDA Food Program.
F. Transportation		
For those centers which provide transportation for children, monthly records including van or car expenses (insurance, gas, maintenance, license fees) should be kept to facilitate projecting expenses for the next budget year. Insurance policies for vehicles should be kept on file for easy reference. The daily schedule of pick-up and delivery of children may be posted in the center and given to each staff member and parent.		
It is necessary to maintain emergency information on the children including where the parent can be reached, hospital and doctor preference, and an alternate place to leave child if the parent is not at home.		
G. Security		
There are several types of schedules that must be maintained for security purposes.		

Knowledge/Skills	Suggested Methods	Materials
1. Opening and closing the center (including alternates who will be responsible in the case of an emergency)		
2. Use of the center by other groups		
H. Fire		
1. It is necessary to maintain a record of monthly fire drills.		Refer to HANDOUT 1N: Evacuation Plan and Fire Drill Report.
2. Fire inspections must be scheduled annually with the local fire inspector as a part of the re-licensing procedure.		

SAMPLE JOB APPLICATION



APPLICATION FOR EMPLOYMENT

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin or handicap.

PERSONAL

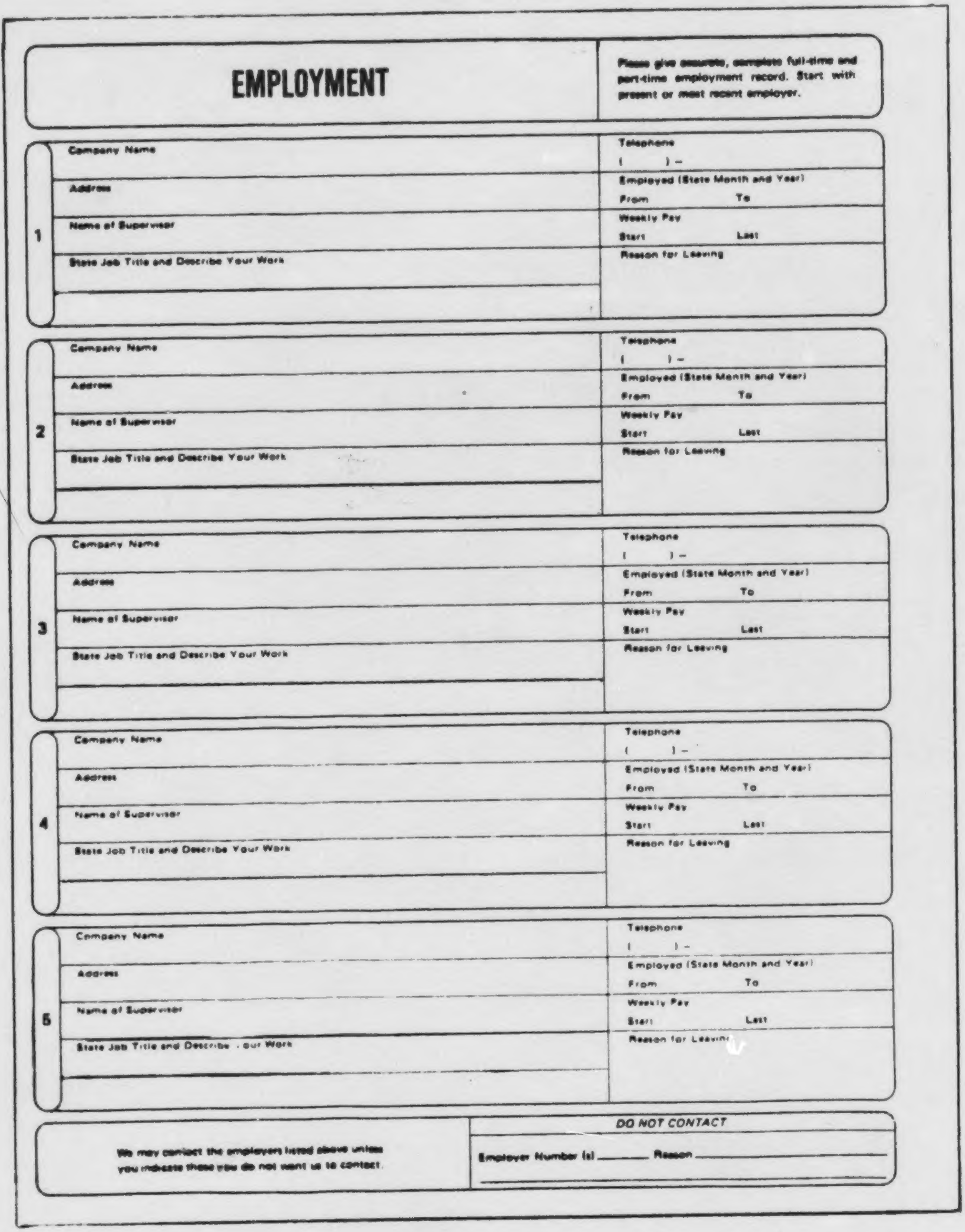
Last Name First Middle	Date
Street Address	Home Phone ( ) —
City, State, Zip	Business Phone ( ) —
Have you ever applied for employment with us? ☐ Yes ☐ No If Yes: Month and Year ______	Social Security No.
Position Desired	Pay Expected
Apart from absence for religious observance, are you available for full-time work? ☐ Yes ☐ No If not, what hours can you work? ______	Will you work overtime if asked? ☐ Yes ☐ No
Are you legally eligible for employment in the United States?	When will you be available to begin work? ______
Other special training or skills (languages, machine operation, etc.)	
How did you learn of our organization? ____Newspaper ____Friend ____Relative ____Other	

EDUCATION

SCHOOL	NAME AND LOCATION OF SCHOOL	COURSE OF STUDY	NO. OF YEARS COMPLETED	DID YOU GRADUATE?	DEGREE OR DIPLOMA
College				☐ Yes ☐ No	
High				☐ Yes ☐ No	
Elementary				☐ Yes ☐ No	
Other				☐ Yes ☐ No	

MEMBERSHIP IN PROFESSIONAL OR CIVIC ORGANIZATIONS

(Exclude those which may disclose your race, color, religion or national origin)



EMPLOYMENT

Please give accurate, complete full-time and part-time employment record. Start with present or most recent employer.

1	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving
2	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving
3	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving
4	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving
5	Company Name	Telephone ( ) –
	Address	Employed (State Month and Year) From To
	Name of Supervisor	Weekly Pay Start Last
	State Job Title and Describe Your Work	Reason for Leaving

We may contact the employers listed above unless you indicate those you do not want us to contact.

DO NOT CONTACT

Employer Number (s) ______ Reason ______________________

MILITARY	*COMPLETE THIS SECTION IF YOU SERVED IN THE U.S. ARMED FORCES*	Branch of Service
	Describe your duties and any special training ____ ____	Period of Active Duty (Month & Year) From To
		Rank at Discharge
		Date of Final Discharge

DO NOT ANSWER ANY QUESTION IN THIS SECTION UNLESS THE BOX IS CHECKED

If the employer has checked the box next to the question, the information requested is needed for a legally permissible reason, including, without limitation, national security considerations, a legitimate occupational qualification or business necessity. The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex or national origin. Federal law also prohibits discrimination on the basis of age with respect to certain individuals. The laws of most States also prohibit some or all of the above types of discrimination as well as some additional types such as discrimination based upon ancestry, marital status or physical or mental handicap or disability.

☐	Provide dates you attended school: Elementary: From To		☐	Height ________ Ft.________ In.
	High From To	College From To	☐	Weight ________ Lbs.
	Other (give name and dates)		☐	Sex ☐ Male ☐ Female
☐	Marital Status ☐ Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed		☐	Date of Marriage
			☐	Are you a U.S. Citizen? ☐ Yes ☐ No
	What was your previous address?		☐	How long at present address? ________ Years
	Are you over 18 years of age? ☐ Yes ☐ No If not, employment is subject to verification of minimum legal age.		☐	How long at previous address? ________ Years
☐	Have you ever been bonded? ☐ Yes ☐ No If Yes, with what employers? ____________________			
	Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, which has not been annulled, expunged or sealed by a court? ☐ Yes ☐ No If Yes, describe in full.			
☐	State names of relatives and friends working for us other than your spouse.			
☐	Have you received Workmen's Compensation or Disability Income payments? ☐ Yes ☐ No If Yes, describe.			
☐	Have you physical defects which preclude you from performing certain jobs? ☐ Yes ☐ No If Yes, describe limitation. ____			
☐	____			

SIGNATURE

I hereby declare the information provided by me in this Application for Employment is true, correct and complete to the best of my knowledge. I understand that if employed, any misstatement or omission of fact on this application shall be considered cause for dismissal.

I authorize you to obtain an investigative consumer report containing information obtained through personal interviews with my neighbors, friends and acquaintances. This report, if obtained, may include information as to my character, general reputation, personal characteristics and mode of living. I understand I have the right to make a written request within a reasonable period to receive additional detailed information about the nature and scope of any such investigation.

____________________ Date

____________________ Signature

FOR EMPLOYER'S USE ONLY

REFERENCE CHECK	EMPLOYER	PERSON CONTACTED	RESULTS
	1		
	2		
	3		
	4		
	5		

INTERVIEW RESULTS

INTERVIEWER NAME AND COMMENTS

believes that the information solicited from the applicant which lies outside the special section on page 3 is in full compliance with all Federal and State equal employment laws and with the Fair Credit Reporting Act. We do not assume responsibility for the user's inclusion in this "Application for Employment" of any question which may violate Federal, State or local laws and users should consult their own counsel with respect to any legal questions concerning the use of this form.

Sample Job Descriptions

The sample job descriptions which follow are reproduced with permission of Day Care Services, Inc., of Birmingham, Alabama. Day Care Services operates a system of day care centers and has a number of positions which would not be found in a smaller organization. A single center day care organization could adopt these materials through combining certain job duties.

Job Title: Executive Director

Responsible to: Day Care Services Board through the Executive Committee

General Duties: Responsible for the entire function of the organization.

- I. Daily Duties:
  1. Receive correspondence
  2. Answer correspondence
  3. Deal with the day-to-day problems of the organization
  4. Be available to staff for consultation and advice
  5. Be available to Board
  6. Be available to local, state, federal and private agencies as pertaining to the operation of the agency
  7. Organize and direct daily operational activities
  8. Keep informed of available local, state and federal funding
- II. Periodic Duties:
  1. Attendance of Executive Committee meetings
  2. Attendance of Board meetings
  3. Regular reports to Executive Committee and Board
  4. Staff meetings
  5. Submittal of reports to various state agencies
- III. Occasional Duties:
  1. Attendance of conferences
  2. Attendance of meetings pertinent to the agency's role in the community
  3. Act as resource to the greater community
- IV. Other Duties as Assigned

Relationships:

1. All staff
2. Boards
3. Local, state and federal government agencies
4. The greater community

Minimum Qualifications:

1. Master's degree or equivalent in child development, social work, or related fields
2. Two years of business experience either home owned or in position of responsibility
3. Ability to write material in comprehensive form
4. Ability to relate to different levels of the community's socioeconomic structure
5. Ability to write and compile project applications and proposals

Job Title: Assistant Director

Responsible to: Executive Director

General Duties: Assist the executive director in all of the agency's functions. Responsible for all classroom programs including staff pre-service and in-service training.

- I. Daily Duties:
  1. Coordinate efforts with other staff
  2. Receive and answer mail pertaining to education and as assigned

Permission is granted to reprint from Save the Children,
Child Care Support Center, 1182 W. Peachtree Street, NW
Suite 209, Atlanta, Georgia 30309.

3. Monitor classrooms
4. Conduct in-service training programs using video tape equipment or contract for in-service sessions
5. Keep centers supplied with all necessary teaching equipment and supplies in line with budget

II. Periodic Duties:
1. Attend and/or conduct staff meetings
2. Submit reports
3. Evaluate personnel
4. Evaluate ongoing program

III. Occasional Duties:
1. Attend parent meetings
2. Attend conferences and meetings
3. Preview educational materials
4. Act as a resource person to the greater community

IV. Other Duties as Assigned

Relationships:
1. All staff
2. Children
3. Parents
4. Professionals
5. Greater Community

Minimum Qualifications:
1. Master's degree or equivalent in child development or related field
2. Minimum of two years' work experience with the infant to 6-year age range
3. Special courses or independent study in infant stimulation
4. Able to write training materials
5. Able to relate to children and adults
6. Willing to increase knowledge in field of endeavor
7. Must be agile enough to work with young children
8. Able to relate to different socioeconomic stratas
9. Must have car and able to drive

Job Title: Administrative Assistant

Responsible to: Executive Director

General Duties: Responsible for all general office functions.

I. Daily Duties:
1. Answer and screen executive director's calls
2. Receive, open, and handle all uncomplicated and/or routine mail and handle all uncomplicated and/or routine calls
3. Receive payments by mail and follow them through to deposit
5. Maintain an excellent filing system
5. Handle all dictation from executive director
6. Type reports for the supervisory teachers
7. Supervise all clerical personnel

II. Periodic Duties:
1. Notify Board members and staff of periodic meetings
2. Compile reports as requested by executive director
3. Make suggestions to executive director regarding office routines and office personnel

III. Occasional Duties:
1. Attend meetings and record minutes
2. Order all office supplies
3. Contract for office machine repairs and maintenance
4. Make appointments for interviews of prospective personnel

IV. Other Duties as Assigned

Relationships:
1. All staff
2. State, municipal and federal agencies
3. Private agencies
4. Day Care Services' Board members
5. General public

Minimum Qualifications:
1. Must be able to relate to adults on all levels of the socioeconomic structure of the community
2. Must be able to type accurately at a speed of 55 words per minute
3. Must be sound speller and have good working knowledge of English grammar
4. Must be able to take shorthand at 80 words per minute
5. Must be able to compose uncomplicated and/or routine correspondence
6. High school graduate with five years' experience in general office work

Job Title: Social Worker

Responsible to: Executive Director

General Duties: It shall be the responsibility of the social worker to help initiate and coordinate a social work program for Day Care Services, Inc.

I. Daily Duties:
1. Update case records
2. Make necessary appointments

3. Make home visits
4. Help make available existing community services to families in need

II. Periodic Duties:
1. Work with the center director and the parent group in the implementation of a meaningful parent program
2. Attend staff meetings
3. Contribute to newsletter

III. Occasional Duties:
1. Attend workshops, conferences, etc.
2. Conduct staff conferences

IV. Other Duties as Assigned

Relationships:
1. Children in the Center
2. All staff
3. Families of enrollees
4. Professional staff from other social agencies
5. Greater community

Minimum Qualifications:
1. Master's degree in Social Work
2. Bachelor's degree in Sociology, with a minimum of one year's experience in field work
3. Must have automobile available at all times

Job Title: Bookkeeper

Responsible to: Executive Director

General Duties: Responsible for maintaining books as necessitated by agency funding.

I. Daily Duties:
1. Receive expense vouchers from program components
2. Check for validity against approved budgets
3. Present to executive director for signature
4. Post all income and expense
5. Receive fee income from program components
6. Make deposit slips and deposit with Community Chest

II. Periodic Duties:
1. Prepare monthly financial report for Day Care Services Board
2. Prepare monthly expense accounts for pensions and security
3. Prepare with executive director monthly estimated expenditure
4. Prepare monthly food reimbursement report for USDA
5. Prepare monthly breakdown on per child food cost broken down by Center
6. Prepare monthly total per child cost broken down by the center

III. Occasional Duties:
1. Prepare six-month financial report
2. Prepare year-end financial report

IV. Other Duties as Assigned

Relationships:
1. Central office staff
2. Center directors
3. Community Chest financial division
4. Funding agencies

Minimum requirements:
1. High school diploma
2. Minimum of four years' experience
3. Ability to set up and maintain books as necessitated by funding picture
4. Ability to furnish pertinent financial facts upon request within a reasonable length of time
5. Must be flexible to accommodate growing and changing organization
6. Must retain a reasonable record of excellent health

Job Title: Teacher-Director (This position will be applicable to Centers having up to 50 children)

Responsible to: Executive Director

General Duties: Responsible for the overall efficient operation of the Center. Also, directly responsible as a teacher to one specific group of children and act as liaison between local Board and staff and Central Office and Center staff.

I. Daily Duties:
1. Responsible for planning and executing lessons with a specific group of children
2. Responsible for involving and training teacher aides
3. Responsible for the supervision and functioning of all Center personnel
4. Responsible for daily administrative needs of the Center
5. Responsible for all programmatic phases of the Center's activities

II. Periodic Duties:
1. Responsible for parent conferences
2. Responsible for home visits under the direction and with the help of Day Care Services, Inc. social worker staff
3. Responsible for attending staff meetings, initiating and holding Center staff

meetings, as well as parent meetings, and local Center Board meetings
4. Responsible for reports, maintaining accurate records on all enrollees, and maintaining accurate records on staff attendance
5. Responsible for the intake of fees, and all expenditures of the Center, and maintenance of accurate records on all fiscal items
6. Responsible for all purchases made on the Center level

III. Occasional Duties:
1. Responsible for dissemination of information to the parents
2. Responsible for arbitrating differences between Center personnel
3. Responsible for the overall planning and supervision of field trips
4. Responsible for securing transport in case of emergencies

IV. Other Duties as Assigned

Relationships:
1. All children enrolled in Center
2. Applicants and families receiving services through the Center
3. Day Care Services components
4. Boards
5. Outside agencies and Civic groups
6. Professional groups
7. General public

Minimum Qualifications:
1. Must love children and be able to relate to them
2. Must be able to relate to adults on all levels of the socioeconomic structure of the community
3. Must be in excellent health
4. Must be agile enough to perform job as a teacher of small children
5. Must be willing to continually increase knowledge in field of endeavor
6. Must be able to drive and have car available
7. a. Master's degree in child development, early childhood education or related fields
   b. Master's degree in elementary education with a minimum of one year's practical experience in an acceptable preschool situation
   c. Bachelor's degree in child development, early childhood, elementary education, or related fields, with a minimum of one year's practical experience in an acceptable preschool situation
   d. Bachelor's in elementary education with a minimum of one year's practical experience in an acceptable preschool situation
   e. Two years of college with a miminum of three years' practical experience in an acceptable preschool situation
   f. High School diploma with a minimum of five years' experience in an acceptable preschool situation

Job Title: Director (This position will be applicable to Centers with over 50 children)

Responsible to: Executive Director

General Duties: Responsible for the overall efficient operation of the Center and act as liaison between local Board and staff and Central Office and Center staff.

I. Daily Duties:
1. Responsible for the supervision and functioning of all Center personnel
2. Responsible for daily administrative needs of the Center
3. Responsible for all programmatic phases of the Center's activities

II. Periodic Duties:
1. Responsible for parent conferences
2. Responsible for home visits under the direction and with the help of Day Care Services, Inc. social worker staff
3. Responsible for attending staff meetings, initiating and holding Center staff meetings, as well as parent meetings, and local Center Board meetings
4. Responsible for reports, maintaining accurate records on all enrollees, and maintaining accurate records on staff attendance
5. Responsible for the intake of fees, all expenditures of the Center, and maintenance of accurate fiscal records
6. Responsible for all purchases made on the Center level

III. Occasional Duties:
1. Responsible for dissemination of information to the parents
2. Responsible for arbitrating differences between Center personnel
3. Responsible for the overall planning and supervision of field trips
4. Responsible for securing transport in case of emergencies

5. Responsible for trouble-shooting in any position in the Center in case of need.

IV. Other Duties as Assigned

Relationships
1. All children enrolled in Center
2. Applicants and families receiving services through the Center
3. Day Care Services components
4. Boards
5. Outside agencies and Civic groups
6. Professional groups
7. General public

Minimum Qualifications:
1. Must love children and be able to relate to them
2. Must be able to relate to adults on levels of the socioeconomic structure of the community
3. Must be in excellent health
4. Must be agile enough to perform job as teacher of small children
5. Must be willing to continually increase knowledge in field of endeavor
6. Must be able to drive and have car available
7. a. Master's degree in child development, early childhood education, or social work, or related fields
    b. Master's degree in Elementary Education with a minimum of one year's practical experience in an acceptable preschool situation
    c. Bachelor's degree in Early Education, child development, early childhood, or social work, or related fields, with a minimum of one year's practical experience in an acceptable preschool situation
    d. Bachelor's degree in Elementary Education with a minimum of one year's experience in an acceptable preschool situation
    e. Two years of college with a minimum of three year's practical experience in an acceptable preschool situation
    f. High School diploma with a minimum of five years' experience in an acceptable preschool situation

Job Title: Head Teacher

Responsible to: Center Director

General Duties: Responsibility is to plan and execute an educational program in line with Day Care Services, Inc.'s educational goals and beliefs. Shall assume the director's responsibilities during the director's absence.

I. Daily Duties:
1. Responsible to greet each child in assigned group
2. Responsible for the daily planning and execution of all classroom and outdoor activities for group
3. Responsible for the welfare, health and safety of the children in group
4. Responsible for the supervision of group in the bathroom
5. Responsible for all mealtime activities of group, will eat with the children
6. Responsible for daily attendance reports of group
7. Responsible for training and constructive utilization of teacher aides

II. Periodic Duties:
1. Responsible for attending staff meetings
2. Responsible for all required reports pertaining to group
3. Responsible for holding parent conferences

III. Occasional Duties:
1. Responsible for attending workshops, conferences, all in-service training
2. Responsible for assisting other staff in cleaning Center thoroughly
3. Responsible for all Center functions in the absence of the Center director

IV. Other Duties as Assigned

Relationships:
1. Children of the Center
2. Families of enrollees
3. All Center staff
4. All Day Care Services, Inc. staff
5. Professional staff from other agencies, Institutes of Higher Learning, etc.
6. Greater community

Minimum Qualifications:
1. Must love children and be able to relate to them
2. Must be able to relate to adults on all levels of the socioeconomic structure of the community
3. Must be in excellent health
4. Must be agile enough to perform job as a teacher of small children
5. Must be willing to continually increase knowledge in field of endeavor
6. a. Bachelor's degree in child development or early childhood education, or related fields

  b. Bachelor's degree in elementary education, with a minimum of one year's experience in an acceptable preschool situation
  c. Two years of college with a minimum of three years' experience in an acceptable preschool situation
  d. High school graduate with a minimum of five years' experience in an acceptable preschool situation

Job Title: Supervisory Teacher

Responsible to: Executive Director

General Duties: In conjunction with the assistant director the supervisory teacher will conduct an ongoing in-service program as well as a pre-service program for classroom personnel.

I. Daily Duties:
  1. Coordinate efforts with other staff
  2. Monitor classrooms
  3. Conduct in-service training utilizing available equipment and materials
  4. Assist in keeping the centers supplied with all necessary teaching equipment and supplies in line with existing budget
  5. Submit written reports on monitoring visits and/or training

II. Periodic Duties:
  1. Attend staff meetings
  2. Submit reports
  3. Assist in evaluating classroom personnel
  4. Assist in evaluating the ongoing classroom program

III. Occasional Duties:
  1. Attend Center Board meetings
  2. Give reports to Day Care Services' Board
  3. Assist in previewing educational materials
  4. Act as resource person to greater community
  5. Plan and execute training sessions

IV. Other Duties as Assigned

Relationships:
  1. All staff
  2. Children
  3. Parents
  4. Professional
  5. Greater Community

Minimum Qualifications:
  1. Master's degree or equivalent in child development or related field
  2. Minimum of one year's work experience with infants to 6-year age range
  3. Special courses or independent study in infant stimulation
  4. Able to write training materials
  5. Able to relate to children and adults
  6. Willing to increase knowledge in field of endeavor
  7. Must be agile enough to work with young children
  8. Able to relate to different socioeconomic strata
  9. Must have car and be able to drive

Job Title: Teacher

Responsible to: Center Director

General Duties: Responsible for planning and executing an educational program in line with Day Care Services, Inc.'s educational goals and beliefs.

I. Daily Duties:
  1. Responsible for greeting each child in assigned group
  2. Responsible for the daily planning and execution of all classroom and outdoor activities
  3. Responsible for the welfare, health and safety of the children in group
  4. Responsible for the supervision of group in the bathroom
  5. Responsible for all mealtime activities of group, will eat with the children
  6. Responsible for daily attendance reports
  7. Responsible for training and constructive utilization of teacher aide

II. Periodic Duties:
  1. Responsible for attending staff meetings
  2. Responsible for all required reports pertaining to group
  3. Responsible for holding parent conferences

III. Occasional Duties:
  1. Responsible for attending workshops, conferences, all in-service training
  2. Responsible for assisting other staff in cleaning Center thoroughly
  3. Responsible for making home visits

IV. Other Duties as Assigned

Relationships:
  1. Children in the Center
  2. Families of enrollees
  3. All Center staff
  4. All Day Care Services, Inc. staff
  5. Professional staff from other agencies, Institutes of Higher Learning, etc.
  6. Greater community

Job Title: Teacher Aide

Responsible to: Teacher

General Duties: Responsible for assisting the teacher in planning and executing an educational program in line with Day Care Services' educational goals and beliefs.

- I. Daily Duties:
  1. Responsible for assisting in greeting each child of assigned group
  2. Responsible for assisting in the daily planning and execution of all classroom and outdoor activities
  3. Responsible for assisting in welfare, health, and safety of the children in group
  4. Responsible for assisting in bathroom supervision
  5. Responsible for assisting in all mealtime activities, will eat with the children
- II. Periodic Duties:
  1. Responsible for assisting in holding parent conferences
  2. Responsible for attending staff meetings
- III. Occasional Duties:
  1. Responsible for attending workshops, conferences, all in-service training
  2. Responsible for assisting other staff in cleaning Center thoroughly
- IV. Other Duties as Assigned

Relationships:

1. Children of the Center
2. Families of enrollees
3. All Center staff
4. All Day Care Services, Inc. staff
5. Professional staff from other agencies, Institutes of Higher Learning, etc.
6. Greater community

Minimum Qualifications:

1. Must love children and be able to relate to them
2. Must be able to relate to adults on all levels of the socioeconomic structure of the community
3. Must be in excellent health
4. Must be agile enough to perform job as a teacher of small children
5. Must be willing to continually increase knowledge in field of endeavor
6. Must be a high school graduate

Job Title: Cook

Responsible to: Center Director

General Duties: Responsible for the preparation of foods and the cleanliness of kitchen and food storage areas.

- I. Daily Duties:
  1. Responsible for the preparation of lunch
  2. Responsible for the preparation of snacks, though need not necessarily be present at snack time
  3. Responsible for washing dishes and all utensils used in the preparation of foods
  4. Responsible for the daily cleaning of counter tops and stove and daily spot cleaning of all kitchen surfaces
  5. Responsible for daily mopping of kitchen floor
  6. Responsible, if applicable, for the supervision and training of assistant cook
- II. Periodic Duties:
  1. Responsible for cleaning of refrigerator, freezer, cabinets, stove, and sterilizer
  2. Responsible for kitchen equipment and food inventories
  3. Responsible with the Director for adjustments of menus
  4. Responsible for making shopping lists
  5. Responsible to attend Center staff meeting
- III. Occasional Duties:
  1. Responsible for setting up tables at picnic
  2. Responsible for the purchase of groceries
  3. Responsible for attendance of agency staff meeting
  4. Responsible for working with parents individually or in small groups on "good" nutrition
  5. Responsible to attend workshops and in-service training sessions
- IV. Other Duties as Assigned

Relationships:

1. Children of the Center
2. Other Center staff
3. Families of enrollees
4. State and municipal agencies
5. Other Day Care Services staff
6. Repairmen

Minimum Qualifications:

1. Must like children and be able to relate to them
2. Must be able to relate to adults
3. Must be in excellent health
4. Must be clean and neat
5. Must be willing to learn and follow instructions
6. Must be functionally literate and able to do simple arithmetic
7. Must have basic knowledge of food preparation and nutrition
8. High school education or equivalent

Job Title: Assistant Cook

Responsible to: Cook

General Duties: Responsible in assisting the cook.

I. Daily Duties:
   1. Responsible for assisting in preparation of lunch
   2. Responsible for assisting in preparation of snacks, though need not necessarily be present at snack time
   3. Responsible for assisting in washing dishes and all utensils used in the preparation of foods
   4. Responsible for assisting in the daily cleaning of counter tops, and stove, and daily spot cleaning of all kitchen surfaces
   5. Responsible for assisting in daily mopping of kitchen floor

II. Periodic Duties:
   1. Responsible for assisting in the cleaning of refrigerator, freezer, cabinets, stove and sterilizer
   2. Responsible for assisting in the responsibility for kitchen equipment and food inventories
   3. Responsible for assisting with the Director adjustment of menus
   4. Responsible for assisting in the making of shopping lists
   5. Responsible for attending Center staff meeting

III. Occasional Duties:
   1. Responsible for assisting in the setting up of tables at picnics
   2. Responsible for assisting in purchasing of groceries
   3. Responsible for attendance of agency staff meeting
   4. Responsible for attending workshops and all in-service training sessions
   5. Responsible for assisting cook in working with parents individually or in small groups on "good" nutrition

IV. Other Duties as Assigned

Relationships:
1. Children of the Center
2. Other Center staff
3. Families of enrollees
4. State and Municipal agencies
5. Other Day Care Services employees
6. Repairmen

Minimum Qualifications:
1. Must like children and be able to relate to them
2. Must be able to relate to adults
3. Must be in excellent health
4. Must be clean and neat
5. Must be willing to learn and follow instructions
6. Must be functionally literate and able to do simple arithmetic
7. Must have basic knowledge of food preparation and nutrition
8. Must have high school education or equivalent

Job Title: Housekeeper

Responsible to: Center Director

General Duties: Responsible for the cleaning of the Center facility.

I. Daily Duties:
   1. Responsible for cleaning floors, before arrival of children
   2. Responsible for cleaning bathroom
   3. Responsible for cleaning floors and table after meals
   4. Responsible for assisting in setting up of cots
   5. Responsible for keeping children's washcloths, sheets, blankets, etc.
   6. Responsible for spot cleaning of finger prints on woodwork and windows and walls
   7. Responsible for setting tables or carrying dishes, etc. to the classroom for family style meals
   8. Responsible for dusting

II. Periodic Duties:
   1. Responsible for mopping and waxing floors
   2. Responsible for washing furniture
   3. Responsible for cleaning venetian blinds
   4. Responsible for attending staff meetings

III. Occasional Duties:
   1. Responsible for helping other staff supervise children on field trips
   2. Responsible for assisting with parties
   3. Responsible for attending workshops and in-service training

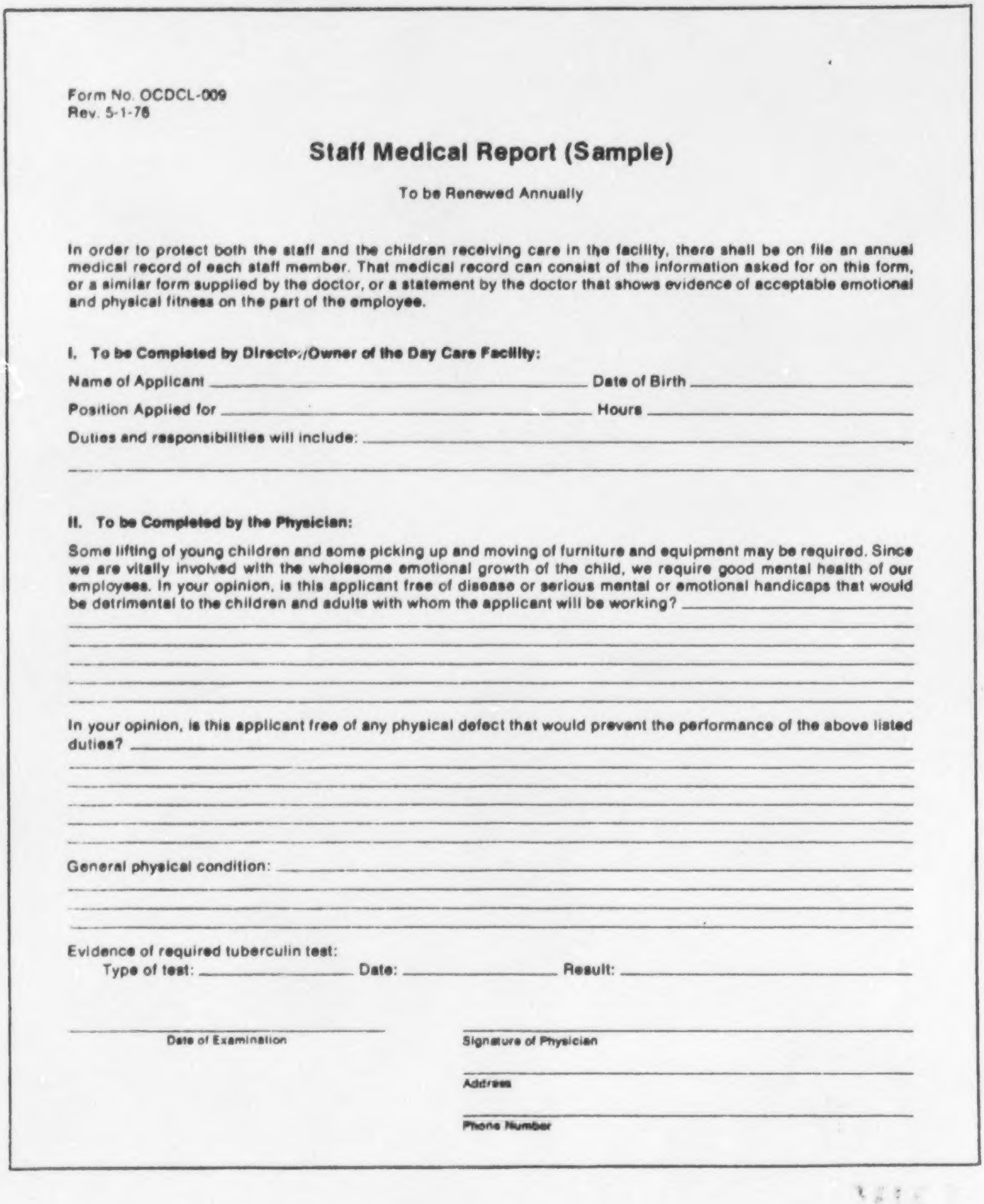
IV. Other Duties as Assigned

Relationships:
1. Children of the Center
2. Other Center staff
3. Other staff of Day Care Services, Inc.
4. Families of center enrollees
5. Merchants
6. City and state employees, e.g., fire inspector

Minimum Qualifications:

1. Must love children and able to relate to them
2. Must be able to relate to other personnel
3. Must be in excellent health
4. Eighth grade education or equivalent
5. Must be functionally literate
6. Willing and able to follow instructions
7. Willing to learn

HANDOUT 1C



Form No. OCDCL-009
Rev. 5-1-76

Staff Medical Report (Sample)

To be Renewed Annually

In order to protect both the staff and the children receiving care in the facility, there shall be on file an annual medical record of each staff member. That medical record can consist of the information asked for on this form, or a similar form supplied by the doctor, or a statement by the doctor that shows evidence of acceptable emotional and physical fitness on the part of the employee.

I. To be Completed by Director/Owner of the Day Care Facility:

Name of Applicant ______________________ Date of Birth ______________

Position Applied for ______________________ Hours ______________

Duties and responsibilities will include: ______________________

____

II. To be Completed by the Physician:

Some lifting of young children and some picking up and moving of furniture and equipment may be required. Since we are vitally involved with the wholesome emotional growth of the child, we require good mental health of our employees. In your opinion, is this applicant free of disease or serious mental or emotional handicaps that would be detrimental to the children and adults with whom the applicant will be working? ______________

____

In your opinion, is this applicant free of any physical defect that would prevent the performance of the above listed duties? ______________________

____

General physical condition: ______________________

____

Evidence of required tuberculin test:
Type of test: ____________ Date: ____________ Result: ____________

____
Date of Examination

____
Signature of Physician

____
Address

____
Phone Number

Insuring Your Program: Employee Taxes and Benefits

by Carol S. Stevenson

This is the third in a series of articles on insurance adapted with permission from a forthcoming Bay Area Child Care Law Project legal handbook for child care programs. For more information about Project publications, contact BACCLP 9 First Street, Suite 219, San Francisco, CA 94105.

Being an employer is not an easy job. In addition to the responsibilities of hiring and supervising staff members, there are legal requirements that every employer must meet. Both the federal and state governments impose tax and insurance obligations upon all employers. Failure to withhold required taxes or purchase required insurance can result in an employer's personal liability (including officers and members of a board of directors) for the dollar amount that should have been forwarded to the government.

Carol Stevenson is an associate with the Bay Area Child Care Law Project.

The first part of this article outlines the forms of withholding taxes and insurance that are required by federal and state law. Optional employee benefits such as health and life insurance are then discussed. Of particular interest is the recently enacted federal tax legislation (1981 ERTA) which allows employers to provide child care assistance as a tax-free employee benefit.

Required Tax and Insurance Programs

▶ Federal Income Tax. Employers are required to withhold federal income taxes based on the employee's earnings and deductions. You must get a Federal Employer Identification Number. As an employer you are responsible for reporting and forwarding to the proper agencies the money you are required to withhold from your em-

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ployee's pay check. You are also required to issue W-2 forms to your employees at the end of the tax year (by February 28 of the following year). Employers are personally liable for failure to comply with these laws.

For further information and the necessary forms, call the IRS Information Service nearest you. Ask for an Employer's Tax Guide which contains all the required forms. In addition ask about Small Business Seminars which are free workshops to answer your questions abou the IRS requirements for employers.

▶ Social Security. Federal social security (FICA) is paid both by the employer and the employee. The present rate is 13.3% of total wages. The employer and employee each contribute 6.65%. The maximum amount of wages subject to social security tax has been raised to $29,700.

If your program operates as a non-profit corporation with 501(c)(3) tax exempt status, the law presumes that you are exempt from social security taxes. A tax-exempt organization can participate in the social security system by filing the appropriate certificate with the IRS. Once a non-profit center has opted into the system, it must continue for 10 years. Two years advance notice is required to terminate participation in the system. Such notice can be given after eight years.

▶ Federal Unemployment Tax (FUTA). FUTA is paid only by the employer. The tax rate is 3.4% on the first $6,000 of wages paid to each employee. An employer must pay this tax if she paid wages of $1500 or more in any calendar quarter or at any time had one or more employees for some part of a day in any 20 different weeks. Organizations which have 501(c)(3) tax exempt status do not have to file.

An employer can claim credits against this tax for amounts that have been paid into a certified state unemployment fund.

▶ State Income Tax. If your state has an income tax, then you must get a State Employer Identification Number and withhold state income taxes from your employees' wages. Contact your state tax office for further information and appropriate forms.

▶ Worker's Compensation Insurance covers injuries to, or the death of, an employee arising "out of and in the course of employment." It is required by law in all states. In most states an employee's right to recover through worker's compensation is his/her exclusive remedy against an employer for a job-related injury or fatality.

Worker's compensation insurance operates on a no-fault basis. It automatically covers all injuries and illnesses which occur on the job and pays all medical bills, the cost of rehabilitation services necessary to get the employee back to work, and cash payments to replace wages lost due to the injury. Benefits may vary from state to state, but the amounts in each case are spelled out by law and cannot be altered by the employer or the insurance company.

The employer bears the total cost of this insurance. The premium which the day care program must pay is determined by the payroll of the employees and their job categories. Worker's compensation insurance can be purchased through an insurance broker.

▶ State Disability Insurance is withheld from employee's wages. In some states employees may be part of the state plan or elect to be covered by a voluntary plan which provides equivalent benefits. Employees pay the entire cost of this insurance based on a percentage of their wages or salary.

Disability insurance covers off-the-job injuries and sickness. To receive benefits, an employee must be unable to perform regular work because of an illness or injury, have earned a minimum amount during the previous year base period, file a timely claim, and sometimes serve a waiting period. Payments are based on the wages received during the base period.

In some states a woman may be eligible for disability insurance benefits because of pregnancy if her doctor certifies that she is unable to do her regular or customary work.

▶ State Unemployment Insurance is funded by payroll taxes paid to the state by the employer. Each state's requirements differ, so it is important to register with the appropriate agency in your state when you become an employer in order to learn how to comply with your state's laws. Directors and officers of profit and nonprofit corporations can be held personally liable for their agency's failure to comply with state unemployment laws.

Unemployment insurance rates are based on the number of claims that have been made against a particular employer. A new employer pays a rate established for all new businesses which is computed as a percentage of payroll.

Church-related day care programs, if they are a part of the church corporation, may not be subject to unemployment insurance laws. However, separately incorporated church schools are not exempt. Contact your state agency if you think your center is exempt.

Optional Benefits

Outlined below are some of the optional benefits an employer may provide. The list is not meant to be exhaustive. Other available benefits, not discussed below, include tuition assistance programs, medical reimbursement plans, private short and long-term disability plans and dental plans. Budget considerations and the needs of your employees should be your guidelines in determining what benefits you provide.

▶ Health Insurance. If your program can afford it, you will probably want to purchase group health insurance for your employees, or set up a plan in which both you and the employees contribute a portion of the cost. Group health insurance is much cheaper than individually purchased coverage and usually provides more extensive coverage than individual policies. It is an important employee benefit available at most full-time jobs, and it can be a significant factor in retaining a competent staff.

Employee health insurance covers all types of injuries and illnesses. Unlike worker's compensation, it is not limited to job-related illnesses or injuries. Plans vary considerably. Often the employee must pay an annual deductible amount or a percentage of the costs of medical care, with the insurance paying the balance.

Group insurance is available for groups of fewer than 10 employees. Policies for small groups tend to be more expensive and have fewer benefits for the same cost as do larger group plans. Group plans are typically available through professional organizations or through associations of like agencies.

▶ Group Life Insurance. People usually purchase life insurance to help provide support for their dependents in the case of death and to pay the immediate costs of medical and burial expenses. Group life insurance provides this protection by insuring a group of people under one policy. In a group plan employees of an organization or agency are insured without medical examination under a contract issued to the employer. Each employee names a beneficiary and is issued a certificate stating the amount of insurance provided, which is often equivalent to one or two years' earnings.

Group life insurance is usually issued as term life insurance. This means protection is purchased on a year to year basis and that the premium paid does not buy permanent or lifetime protection. "Term" life insurance is less expensive than permanent or "whole life" protection. The cost of group life insurance can be shared between the employer and employees or the employer may pay the entire cost.

If an employee leaves the job, his/her group insurance coverage is terminated. However, the employee has the right to purchase the same amount of individual coverage even though he/she may be uninsurable at the time of leaving the job. This conversion privilege must be exercised within 30 days of leaving employment.

▶ Annuities. An annuity is a contract which provides an income for a specified number of years or for the life of the owner of the annuity. People buy annuities because they may outlive their earning power and need supplemental income after retirement.

A group annuity contract can serve as an agency-sponsored employee retirement plan. Like group life insurance, group annuities are issued to a number of employees under a master contract held by the employer. The employer and employee frequently share the cost of such a plan, with the employer paying 90% and the employee 10%.

▶ Individual Retirement Account. An Individual Retirement Account (IRA) is a type of savings arrangment which provides a tax incentive to save a portion of salary for retirement. Individuals who have an employer-sponsored pension plan can now also establish an IRA. These accounts provide two benefits: 1) annual contributions are not taxed as income in that year, and 2) earnings (interest) on the account is not taxed annually. Check with local banks or savings institutions for more details if you are interested in setting up such an account.

▶ Dependent Care Assistance Programs. The 1981 Tax Act established a new category of tax free employee benefits entitled "Dependent Care Assistance Programs" (see IRS Code Section 129). As long as an employer meets certain implementation requirements, she can provide child care to employees as a tax free benefit. The employer must prepare a separate written plan of the dependent care assistance program, which must be for the exclusive benefit of employees. The program must not discriminate in favor of officers, owners or highly compensated employees. Eligible employees must be notified of the availability and terms of the program. Yearly, a written statement must be given to employees showing the amount paid or expenses incurred by the employer in providing dependent care assistance.

Employees may not exclude from income an amount larger than the amount they earned during the year. In two parent families the excluded income cannot exceed the earned income of the lower paid spouse. This means an employee with a non-working spouse would be taxed on any child care benefit he/she received. However, a spouse who is a full-time student for at least five months during the year or who is disabled will be assumed to have earned $200 per month if there is one child, or $400 per month if there are two or more children. Consequently, a student or disabled spouse may "accrue" up to a maximum of $2,400 or $4,800 worth of excludable income.

The caregiver can be any person except a person for whom the employee or her/his spouse could take a personal exemption deduction (i.e. family members). There is no requirement that the child care program meet state or local regulations.

▶ Cafeteria Plan. The cafeteria plan is a mechanism for delivering a variety of benefits to employees and permitting each employee to select the benefits appropriate to his/her needs. Under a cafeteria plan both taxable and non-taxable benefits can be offered to employees without converting the non-taxable benefits into taxable benefits. Employers who institute a cafeteria plan must prepare an appropriate written plan and cannot limit benefits to highly compensated employees.

▶ Resources for Planning a Benefit Package. If you are interested in implementing any of the "optional" benefits for your employees, it is important to shop around before spending your money. You may wish to contact other child care centers to find out their sources and how much they pay. Be sure to compare both the cost and the coverage of various plans before making any decision.

To set up a Cafeteria Plan or another of the highly regulated benefits such as an employer sponsored pension plan, you should seek the advice of an accountant, tax attorney or benefit planner to be certain your plan complies with governing federal and state tax law.

A Simplistic Review of Insurance Needed by Day Care Centers

Insurance Required by Law for most day care programs

1. Social Security is inter-changeably referred to as a tax and as insurance by many persons. With few exceptions day care employers are required to provide this coverage for their employees and it is generally understood and accepted as a mandatory fringe benefit - whatever else it may be.

2. Unemployment Insurance is also inter-changeably referred to as a tax and as insurance. It too is generally understood and accepted as a mandatory fringe benefit.

3. Worker's Compensation Insurance is where confusion really sets in. Most businesses consider it a fringe benefit and budget and record the expense in the same "Employee Benefits" account along with the employer's share of social security and unemployment. The cost of worker's compensation coverage is directly proportional to payroll costs as long as the program is large enough to pay a premium in excess of the minimum charges. However, you will have an actual insurance policy in your files, will talk to your insurance agent about it (renewals, claims, etc.), and may even decide to change this insurance to another company. This is why you will find some day care programs classifying this expense as "insurance" and recording it in this account for insurance costs.

Insurance Needed to Protect a Business

1. Liability Insurance - Some licensing laws or regulations for participation in government contracts/subsidy for child care require day care centers to have Liability Insurance. Regardless of whether it is required it is generally agreed that it is good business - the cost is more than offset by the benefits to the business. Liability Insurance is complex and typically may involve more than one insurance policy. Some companies write "package policies" that include all liability exposures - and sometimes even include fire insurance and bonding - BUT that will probably be the exceptional situation for a day care program.

The liability insurance on the premises will normally provide coverage for suits arising from allegations of negligence. The person who is alleged to have been negligent could be anyone acting for the business - employee, owner, board member or volunteer.

Usually the liability insurance will be divided into coverage related to your premises (the building that you occupy, rent or own) with seperate coverage on any vehicles the program may own. Under one of these policies (it can usually be added to either coverage and your agent will have to help you decide which is best) you will need to add coverage for non-owned vehicles. Although you cannot obtain coverage that an employee or volunteer must carry on their own vehicle your non-owned vehicle coverage can provide secondary coverage that will get involved if an accident occurs and the program is alleged to have some responsibility. For example, if a teacher is using her car for a field trip and a serious accident were to occur you would need to anticipate that a suit would be filed against the owner of the car and the center employing the teacher.

2. Fire Insurance - If you own a building the business will want to be able to replace it should a fire or other catastrophe strike. If you own equipment, materials and supplies you probably will want to insure it. Coverage against theft is sometimes included under such policies. The additional cost of theft coverage may be prohibitive.

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United Day Care Services.

3. Accident Insurance on Children - This is coverage that is seldom required by law or regulations but is generally considered to be essential as a realistic way to deal with the inevitable accidents children will have. It is generally accepted that blanket coverage of all children is easier to administer than optional coverage as with school accident insurance where the individual names must be reported to the insurance company and additional premium paid for each new child. The provsion of accident insurance on every child makes it easier to plan what will happen when medical care is needed because of an accident. Many administrators feel that accident insurance facilitates relationships with parents under what are difficult circumstances. It is also felt that provision of accident insurance reduces the possibility of suits being filed.

4. Bonding - Most businesses decide to purchase a fidelity bond to cover employees who handle money. The bond may be a blanket bond that covers all employees and protects the business from employee theft — money, unauthorized use of credit cards, etc.

5. Officers and Directors Liability (Errors and Omissions) Coverage - This is coverage which is fast becoming considered esssential for volunteer boards and situations where board members are not included in the day to day operation of the business. Most large corporations now carry such coverage.

This is coverage where the counsel of your insurance agent is essential and where some programs will decide to spend the money to have the coverage while other programs will decide that the cost is too great for the limited exposure. This insurance is the least clear of all insurance coverages. Some suits that have been defended under such coverage have been discrimination claims.

VOLUNTEERS AND INSURANCE

The questions related to volunteers and insurance never seem to be answered to the complete satisfaction of those who ask the questions. There are many different questions and the crucial ones can be answered satisfactorily. When a volunteer acts in behalf of the business doing what they are expected to do the business has the same protecton as they would have if an employee were involved.

When an employee or a volunteer is driving their car they must have insurance on their car. That insurance will always be the primary insurance and they would more than likely be the person sued should an accident occur while they are involved in activities for the program. There is no way the program can obtain insurance that would become the primary insurance on the car owned by an employee or a volunteer.

Volunteers are not covered by Worker's Compensation insurance. Should they be involved in an accident on the premises or while in a vehicle owned by the program there may be coverage - dependent upon many factors. This is where you need to consult with your insurance agent to be sure that you understand the coverage and limitations of coverage carried by your program.

Carl C. Staley, Jr., United Day Care Services, 1200 Arlington St., Greensboro NC 27406
919/273-9451

cs
Revised
72783

Thanks to you
it's working

The United Way

Employees:

Are you having the right amount of Federal tax withheld?

Every payday your employer uses the information on the Form W–4 you completed to determine how much Federal income tax to withhold from your pay. Your employer uses the number of withholding allowances you claim on the W–4 to figure the amount of tax to withhold. So it is important to keep your W–4 up-to-date to reflect any changes in your withholding allowances.

The more withholding allowances you claim, the less tax is withheld from your pay.

The fewer allowances you claim, the more tax is withheld.

The instructions on Form W–4 explain how to figure the withholding allowances you are entitled to claim. File a new W–4 with your employer if necessary. You can get Form W–4 from your employer.

You should check the number of your allowances if:

- ▶ Your marital status changes.
- ▶ Your dependent is born or dies.
- ▶ You begin or stop supporting a dependent.
- ▶ You or your spouse becomes 65 years old or blind.
- ▶ Your eligibility for the "special withholding allowance" changes.
- ▶ Your eligibility for additional withholding allowances for credits or deductions changes.

If the number of allowances you are entitled to claim INCREASES, you may file a new W–4 at any time.

If the number of allowances you are entitled to claim DECREASES to less than the number you are now claiming, you must file a new W–4 within 10 days of the change.

You can estimate your taxes for the year by using the worksheet in Form 1040–ES, Declaration of Estimated Tax for Individuals. Then you can decide whether to change the number of withholding allowances you are claiming so you can have less tax or more tax withheld.

IF YOU WANT MORE TAX WITHHELD, you can claim fewer or zero allowances, or ask your employer to withhold more tax, or both. If you are married, you may also check the box "Married, but withhold at higher Single rate" on Form W–4. **You probably will need to have more tax withheld if both you and your spouse are employed, or if you have more than one job.**

IF YOU WANT LESS TAX WITHHELD, you should claim all the allowances you are entitled to. However, if you work for more than one employer, you may not claim the same allowances with each one. If both you and your spouse are employed, you can divide allowances between you, but both cannot claim the same allowances.

If you are eligible, you may claim any of the following withholding allowances:

- ▶ The "special withholding allowance" if you are single with one employer, or married with one employer and your spouse is not employed.
- ▶ Allowances for estimated itemized deductions.
- ▶ Allowances for estimated tax credits such as the earned income credit, credit for child and dependent care expenses, credit for the elderly, and residential energy credits.
- ▶ Allowances for alimony payments and the deduction for two-earner married couples.
- ▶ Allowances for moving expenses and employee business expenses.
- ▶ Allowances for qualified retirement contributions and net losses on Schedules C, D, E, and F of Form 1040.

SEE THE INSTRUCTIONS ON FORM W–4 FOR MORE DETAILS.

These allowances are used only to figure your withholding tax. Do not claim them as "Exemptions" when you file your tax return.

If you expect to owe no taxes for 1983 and owed none for 1982, you may claim "exempt" status. This means that no Federal income tax is withheld from your pay. (Your employer must still withhold social security tax, if applicable.) If you want to claim this exemption, write "Exempt" on the appropriate line of the W–4 you file with your employer. You must file a new Form W–4 with your employer for each year you claim exemption.

If you began working during the year after a period of unemployment, too much tax may be withheld from your pay. To avoid this, ask your employer to use the "part-year" method of withholding for the rest of the year.

If your name, address, or social security number is incorrect on your employer's records, please ask your employer to make the necessary correction.

IF YOU CHANGE YOUR NAME, please contact the nearest Social Security Administration office as soon as possible. You must furnish evidence of your old and new names to get an updated social security card with your new name on it.

See Publication 505, Tax Withholding and Estimated Tax, for more information about withholding.

Note: *If your wages significantly increase or decrease during the year, your income tax withholding may not be close to your tax liability at the end of the year. In this situation, you should review your withholding and file a new Form W–4. (The latest revision of Form W–4 is dated January 1982. However, IRS plans to revise Form W–4 and issue a new revision by January 1983.)*

Roscoe L. Egger, Jr.

Commissioner of Internal Revenue

Employer:

Please post or publish this Bulletin Board Poster so that your employees will see it.

Please indicate where forms and information on this subject are available.

Publication 213 **(Revised July 1982)**

Department of the Treasury
Internal Revenue Service

[illegible]

Sample Employee Evaluation—

"Region III Interagency Child Development Services"

1418 Tenth Avenue
Huntington, West Virginia 25701

STAFF EVALUATION DIRECTIONS

1. The evaluation will be completed every three months for the first year of employment and twice yearly thereafter. However, evaluations may be completed more often if a need arises.

2. Each staff member completes a self-evaluation, while the coordinator also completes one on each staff member. (In the case of aide evaluation, the coordinator works with the teacher in completing one form.) After the coordinator and the staff members have completed their forms, a conference is held to discuss and compare the results. From this discussion, goals are projected for future improvement.

3. The director and coordinator discuss staff evaluations. Completed evaluation forms are then shared with the Region III Interagency Child Development Board of Directors.

Permission for other organizations to use evaluation forms developed for Region III ICCDS may be requested by contacting Region III office at the address shown above.

AIDE EVALUATION

NAME______________________CENTER_______________COMPLETED BY______________

RATINGS: 6. Outstanding
5. Above Average
4. Average
3. Evidence of Development
2. Needs Improvement
1. Evidence not observed or not applicable

COMPETENCY	EVIDENCE	6	5	4	3	2	1
I. Assists teacher in providing experiences which promote development for each individual	A. Makes equipment available for gross motor activities outside						
	B. Makes equipment available for gross motor activities inside						

COMPILED BY: Region III Child Development Services Staff
1418 10th Avenue
Huntington, West Virginia 25701

COMPETENCY	EVIDENCE	6	5	4	3	2	1
	C. Encourages and assists children who need special help						
	D. Participates actively with the children						
	E. Helps to provide manipulative materials, such as puzzles, lacing boots, art materials, etc.						
II. Assists teacher in providing experiences which promote social-emotional development of each child	A. Accepts, respects, and utilizes the child's ideas						
	B. Keeps promises to child						
	C. Listens attentively without interrupting						
	D. Respects and handles children's work with care						
	E. Offers reassurance and/or empathy, when needed						
	F. Engages in meaningful verbal interaction with child frequently						
	G. Is alert to non-verbal clues						
	H. Provides a variety of opportunities to help child develop and understand appropriate relationships with others						
	I. Fosters group awareness and a feeling of belonging						
	J. Provides opportunities for child to experience activities in self-management centered around meal time						
	K. Encourages independent care of self in dressing, toileting, etc.						
	L. Fosters independence in care and use of materials and equipment						

COMPETENCY	EVIDENCE	6	5	4	3	2	1
III. Assists teacher in providing experiences which promote intellectual growth and are appropriate to the stage of development of the individual child	A. Helps to provide a variety of cognitive materials which enable each child to make choices						
	B. Provides experiences which promote individual self-expression in conversation, imaginative play, and creativity						
	C. Selects appropriate books and stories						
	D. Encourages an interest in, and an enjoyment of children's literature						
	E. Assists in providing a variety of language stimulation activities, such as flannel board, puppets, finger plays, song and story records, etc.						
	F. Helps to provide and encourage experience involving thinking skills, such as generalizing, classifying, problem solving, etc.						
	H. Assists teacher in promoting conceptual development in: 1. art 2. math 3. science 4. music 5. social science						
IV. Assists teacher in providing a safe and healthy learning environment for the child	A. Is aware of, and appropriately responsive to, the health needs of the child						
	B. Recognizes and acts against hazards to safety						
V. Helps to provide a skillfully managed, child-centered environment	A. Assists teacher in implementing the routine of daily activities: 1. Anticipates the need and provides assistance in teacher-directed activities						

COMPETENCY **EVIDENCE**

	6	5	4	3	2	1
2. Accepts responsibility in implementing small group activities, under teacher guidance						
3. Accepts responsibility in skillfully managing the classroom when the teacher is absent from room						
4. Takes advantage of the "teachable moment"						
5. Helps effect a smooth transition from one activity to another						
6. Helps supervise toileting, tooth brushing, and hand washing						
7. Helps child change clothes, in case of a toileting accident						
8. Helps child relax at nap time						
B. Is able to plan and work cooperatively with other adults in the center						
C. Provides positive guidance techniques which foster the child's ability to be self-disciplined:						
1. Guides the child in understanding and following clearly defined limits						
2. Treats behavior problems individually and privately						
3. Reinforces positive behavior and deals appropriately with negative behavior						
4. Is kind and understanding while being firm and consistent						

COMPETENCY	**EVIDENCE**	6	5	4	3	2	1
	D. Assists in maintaining a neat, attractive room						
	E. Helps achieve a pleasant, inviting atmosphere in which the child feels comfortable and secure						
VI. Exhibits acceptable personal qualities and professional attitudes	A. Possesses the following personal attributes: 1. Positive self-concept						
	2. Positive interrelationships with others						
	3. Reliable						
	4. Self-controlled						
	5. Sense of humor						
	6. Enthusiastic						
	7. Appropriately dressed and well-groomed						
	8. Clear, well-modulated voice						
	9. Carries out expected duties						
	10. Maintains professional behavior						
	11. Discusses concerns directly and openly with appropriate staff person						
	B. Exhibits the following professional attitudes: 1. Recognizes own strengths and weaknesses						
	2. Profits by constructive criticism						
	3. Assumes supportive functions such as: a. Strives to understand child and family						

COMPETENCY	EVIDENCE	6	5	4	3	2	1
	b. Keeps all information on children and family confidential						
	c. Participates actively in in-service training						
	d. Contributes to discussion in staff meetings						
	e. Gives assistance to teacher in maintaining current and accurate records						
	f. Realizes importance of role in classroom						
	g. Contributes to positive community-center relations						
	h. Maintains a friendly and helpful attitude toward visitors, while continuing his/her role as aide						
VII. Respects authority of teacher as supervisor of center activities	A. Sees teacher as model and follows example						
	B. Willingly accepts teacher's guidance						
	C. Follows policies set forth in staff manual						

SAMPLE EMPLOYEE EVAULATION

PERFORMANCE REVIEW

Name ______________________ Position ______________________

	Poor	Fair	Good	Excell.	Comments
1. Attitude Toward:					
Children					
Parents					
Other Staff					
Interns					
Volunteers					
Program					
2. Ability to work with others					
3. Responsibility:					
Reliability when not supervised					
Initiative, taking responsibility					
4. Adaptability:					
Changing hours					
Working extra hours					
Helping with other groups					
Profiting from constructive criticism					
5. Performance:					
Work habits					
Program planning and follow-up					
Handling of behavior problems					

Reprinted with permission from Child Care and Development Occupations Competency Based Teaching Modules by Irene Rose and Mary Elizabeth White, 1979.

	Poor	Fair	Good	Excell.	Comments
Playground supervision	____	____	____	____	____________
Eating supervision	____	____	____	____	____________
Toileting supervision	____	____	____	____	____________
Resting supervision	____	____	____	____	____________
Conforming to policies	____	____	____	____	____________
6. Self-development:					
Willingness to attend conferences & courses	____	____	____	____	____________
Reading & studying	____	____	____	____	____________
Ability to accept & use training	____	____	____	____	____________
Willingness to change	____	____	____	____	____________
Comprehension of day care	____	____	____	____	____________
Understanding of age levels	____	____	____	____	____________
7. Attendance	____	____	____	____	____________
8. Punctuality	____	____	____	____	____________
9. Appearance:					
Good grooming	____	____	____	____	____________
Cleanliness	____	____	____	____	____________
Voice & speech	____	____	____	____	____________

Special Improvement Needed: ____

____

____

Supervisor ______________________ Date ______________________

Employee's Signature ________________ Date ______________________

HANDOUT 1I

OCDCL-013
(CC-13)
(rev. 11/81)

SAMPLE REPORT ON STAFF

Identification Number	
Year:	

This form must be kept in a permanent file and updated as staff changes occur.

Name of Facility:	Address:

Staff working with the same group of children should be listed together. You may use the back of this page for additional staff.

Name	Address and Phone Number	Position	Date of Annual Medical Report	Age	Working Hours	Age Group	Emergency Information (doctor names & phones, hospital preference, relative to contact etc.)
1.							
2.							
3.							
4.							
5.							
5.							
6.							
7.							
8.							

AUXILARY STAFF (janitors, cooks, maids, volunteers):

1.							
2.							
3.							
4.							

Form No. OCDCL-010
Rev. 5-1-76

Name of Facility ____________________
Address ____________________
Identification Number ____________________

Attendance Report for Children (Sample)

Date: ____________, ____________
Month Year

This report to be kept in a permanent file.

Children	Days of Attendance																															Total Attendance	Total Absences
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
1.																																	
2.																																	
3.																																	
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25.																																	
26.																																	
27.																																	
28.																																	
29.																																	
30.																																	
Total the no. of children in attendance each day.																																	

Form No. OCDCL-008
Rev. 9-1-79

SAMPLE
CHILDREN'S MEDICAL REPORT

Name of Child______________________ Age________ Birthdate______________
Name of Parent or Guardian______________________________________
Address of Parent or Guardian____________________________________
(Street) (City) (State)

A. MEDICAL HISTORY (May be completed by parent)

1. Previous hospitalization: Yes______ No______ If so, why?______________
2. Is child allergic to anything: Yes______ No______ If so, what?______________
3. Any previous diseases or illness: Yes______ No______ If so, what?______________
4. Any operations: Yes______ No______ If so, what?______________
5. Any physical handicaps: Yes______ No______ If so, please describe:______________
6. Is child under care of a doctor: Yes______ No______ If so, for what reason?______________
7. Any history of mental retardation: Yes______ No______
8. Any history of convulsions: Yes______ No______
9. Any history of diabetes in family: Yes______ No______
10. Any history of heart trouble: Yes______ No______

____
(Parent's Signature)

B. PHYSICAL EXAMINATION:

This examination must be completed and signed by a licensed physician or his or her authorized agent who is currently approved by the N. C. Board of Medical Examiners.

Weight______________ Height______________ Heart______________
Chest________ Throat________ Neck________ Abdomen________ GU________ Ext.________
Neurological System______________________________
Teeth________ Skin________ Head________ Eyes________ Ears________
Results of Tuberculin Test, if given: ______________ ______________
(Type) (Results)
Should activities be limited?______________________________
Recommendations:______________________________

______________________________ ______________________________
(Signature of physician or authorized agent who is currently approved by the N. C. Board of Medical Examiners) Date of Examination

______________________________ ______________________________
Office Address Telephone Number

C. IMMUNIZATION HISTORY:

The day care operator must enter the date each immunization was received. G.S. 130-90(B) requires all day care facilities to have this information on file.

VACCINE	DATE	DATE	DATE	DATE	DATE
* DTP					
Td or Tetanus					
* Polio, oral					
* Rubeola (measles)[1]					
Mumps					
* Rubella (German measles)					

* Required by State law.

[1] G.S. 130-87(b) requires measles vaccine to be given on or after the first birthday.

Form No. OCDCL-007
CC7
Rev. 5-1-76

Application Date ______________

SAMPLE
CHILD'S APPLICATION FOR DAY CARE

Name of Child ____
(Last) (First) (Middle) (Nickname)

Address ____
(Street) (City) (State) (Zip Code)

Age of Child ______________ Birthdate ______________

INFORMATION ABOUT THE FAMILY:

Father's Name ______________________ Home Phone ______________

Address ____
(Street) (City) (State) (Zip Code)

Where Employed ______________________ Business Phone ______________

Mother's Name ______________________ Home Phone ______________

Address ____
(Street) (City) (State) (Zip Code)

Where Employed ______________________ Business Phone ______________

If child is not living in home of parents, name of responsible adult ______________

Address ____

Home Phone ______________ Where Employed ______________

Business Phone ______________

If you cannot call for your child, please give the names of persons to whom the child can be released: ____

____

INFORMATION ABOUT YOUR CHILD:

Does your child have any known allergies (such as dust, drugs, plants, animals, food, etc.)? If yes, what are they? (Be specific) ______________________________

____

____

____

Please give any information concerning your child which will be helpful in his experience in group living (such as play, eating and sleeping habits, special fears, special likes or dislikes). ______________________________

____

EMERGENCY CARE INFORMATION:

Name of child's doctor ______________________ Office Phone ______________

Office address ______________________

Name of child's dentist ______________________ Office Phone ______________

Office address ______________________

Hospital preference ____

If neither father nor mother (or guardian) can be contacted, call:

Name ______________ Relationship ______________ Phone ______________

Name ______________ Relationship ______________ Phone ______________

I agree that the operator may authorize the physician of his/her choice to provide emergency care in the event that neither I nor the family physician can be contacted immediately.

______________ (Date)

______________ (Signature of Parent)

I, as the operator, do agree to provide transportation to an appropriate medical resource in the event of emergency. In an emergency situation, other children in the facility will be supervised by a responsible adult. I will not administer any drug or any medication without specific instructions from the physician or the child's parent, guardian, or full-time custodia Provisions will be made for adequate and appropriate rest and outdoor play.

______________ (Date)

______________ (Signature of Operator)

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SUMMARY OF THE NORTH CAROLINA CHILD DAY CARE LICENSING LEGISLATION, ARTICLE 7, CHAPTER 110 OF THE NORTH CAROLINA GENERAL STATUTES *

The State of North Carolina helps parents be assured that their children in day care are well cared for and protected. In order to do this, the General Assembly enacted legislation to establish the Child Day Care Licensing Commission in the Department of Administration to administer the mandatory day care law. The following summary of the law is required to be given to every parent of a child in a licensed facility by the operator of that facility. If you know of a parent who has a child in a licensed facility who has not received this summary, you should let him or her know that it is required by law and that it should be requested from the day care operator.

When the General Assembly enacted the law, it stated that protection of children involves the following elements for a comprehensive approach: mandatory licensing of day care facilities under minimum standards; promotion of higher levels of day care than required for a license through the development of higher standards which operators may comply with on a voluntary basis; registration of day-care plans which are too small to be regulated through licensing, and a program of education to help operators improve their programs and to develop public understanding of day-care needs and problems.

I. What is day care?

"Day-care" includes any child-care arrangement under which a child less than 13 years of age receives care away from his own home by persons other than his parents, grandparents, guardians or full-time custodians.

A. Day-care facility - Any child care arrangement providing day care for six or more children for more than four hours on a regular basis must be licensed as a day-care facility. The different types of licenses issued by the Office of Child Day Care Licensing are listed below:

1. "A" License - This is the mandatory license issued to day care facilities that have met the basic health and safety standards established by law. It must be renewed annually.
2. "AA" License - This license is issued to facilities that voluntarily choose to meet higher standards than required for the "A" license. The standards require a higher staff/child ratio, more square footage per child, higher qualifications for staff, a variety of equipment and activities, and other programmatic elements reflecting a higher quality of care. The facility is assessed periodically to assure continued compliance.

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* At the time of printing, new legislation has been passed that will change this summary. Contact the Office of Child Day Care Licensing for an updated copy of this summary.

3. "Provisional" License - This license may be issued if a facility does not conform in every respect to the mandatory standards, provided that there is no hazard to the children, and the facility is making an effort to comply. This license may not be issued for more than a year.

B. Day-care plan - Any day-care program or child care arrangement where any person provides day care for more than one child and less than six children wherever operated must be registered with the Office of Child Day Care Licensing. Registration must be renewed every two years.

Public schools, private schools with grade school instruction, summer camps, summer day camps, and vacation Bible schools are children's programs which are not required to be licensed.

II. What does the law require of licensed facilities?

A. Administrative Tasks

1. Children placed in a licensed day care facility must have a medical examination before or within two weeks following admission.

2. The operator of the day care facility must have an emergency care plan which includes the services of medical resources. The operator must also have emergency information such as the names, addresses and phone numbers of each child's physician, the preferred hospital, and names of persons to contact when emergencies occur.

3. Each child must have an application for day care on file in the facility.

4. Prior to the time of employment, all personnel, including the Director, shall obtain a physician's statement to be renewed annually indicating that the person is emotionally and physically fit to care for children. A yearly test showing the employees to be free of active tuberculosis shall be required.

5. Daily attendance reports must be on file in the facility.

6. A current license issued by the Office of Child Day Care Licensing must be prominently displayed in the day care facility.

B. Health and Safety Requirements

1. Beds, cots or mats and clean linens must be provided for each individual child in day care. Rest periods must be a part of the day's schedule.

2. A nutritious lunch, providing 1/3 - 1/2 of the child's daily food requirements must be provided for each child who attends

a day care facility. In addition, each child must receive a nutritious morning and afternoon snack which contributes to the child's total needs.

3. Outdoor play activities must be provided each day weather permits.

4. Twenty-five square feet of indoor activity space must be provided for each child for which the facility is licensed. Adequate outdoor play space must be provided for each child. The outdoor play area must be enclosed by a fence or other protection for safety.

5. There must be no more than 25 children in any one group.

6. Facilities providing care for less than 30 children must have one adult staff member for every ten children present.

7. Facilities providing care for 30 or more children must have the staff-child ratios as indicated below:

Ages of Children	No. of Children	Staff Required
0 - 2 years	8	1
2 - 3 years	12	1
3 - 4 years	15	1
4 - 5 years	25	1
5 years or older	25	1

Day care facilities with 30 or more children must provide separate facilities for children under 2 years of age, with a full-time adult always in attendance. A separate cook is also required.

C. Personnel Qualifications

The person directing or supervising the facility must be literate and at least 21 years old. Other staff members must be at least 16 years of age. No person shall be an operator of nor be employed in a day-care facility who has been convicted of a crime involving child neglect, child abuse, or moral turpitude, or who is an habitually excessive user of alcohol or who illegally uses narcotic or other impairing drugs, or who is mentally retarded or mentally ill to an extent that may be injurious to children. Each staff member must show love and devotion for children.

III. State and Local Inspections

Prior to licensing, each prospective day care facility must be inspected by the local building inspector, the local fireman, the local health department sanitarian, and a consultant from the Office of Child Day Care Licensing. After initial licensing, the fireman and sanitarian conduct annual inspections. The Office of Child Day Care Licensing

Consultant conducts unannounced inspections during the year.

IV. Responsibilities of Parents

A. Complete an application and provide a medical examination report signed by a physician or his authorized agent for each individual child.

B. See to it that his or her child is immunized according to law.

C. Report any violation of the licensing law to the Office of Child Day Care Licensing and report any suspected child abuse violation to the county social services department.

V. Penalties

Every licensed facility operator must meet and maintain the lawful standards. Willful or consistent violation of standards is grounds for the revocation of a license. Additionally, there are specific areas of the law which, if violated, constitute general misdemeanors subject to a fine and/or imprisonment. They are:

A. Operation of day care facility without a license.

B. Operation of day care plan without registering.

C. Failure to display the current day care license in a prominent place in the day care facility at all times.

D. Failure to provide this summary of the law to parents of children in care.

VI. General Information

A. North Carolina Child and Dependent Care Tax Credits

Working parents in North Carolina who make payments for child care services may claim a state income tax credit for 7% of their employment-related expenses. Under North Carolina law effective January 1, 1981, any head of household may claim this tax credit on work-related expenses paid for any qualified individuals (children under 15 years of age or disabled dependents) who are legal dependents. This tax credit may not exceed $2,000 for one child or $4,000 for two or more children.

For further information, call the Individual Tax Division, North Carolina Department of Revenue at (919) 733-4682.

B. Federal Child Care Tax Credit

You may be eligible to receive a federal income tax credit equaling from 20% to 30% of your child care expenses. This credit will be deducted directly from the federal income taxes you owe -- you do not have to itemize deductions to take advantage of it.

You must file your federal tax return on Form 1040 and attach Form 2441, "Credit for Child and Dependent Care Expenses." You must retain receipts for your child care fees with the name of the provider, the dates of service, and the name(s) of the child(ren) for whom care was provided. For details ask the IRS to send you Publication 503, "Child and Disabled Dependent Care."

C. Information available through the Commission

The Child Day Care Licensing Commission is mandated by law to provide a program of education to help operators of day care arrangements improve their programs and to develop public understanding and awareness of day care needs and problems. Information concerning all aspects of day care including further explanation of the law, and day care issues as well as the location of day care resources may be obtained by calling or writing:

Child Day Care Licensing Commission
1919 Blue Ridge Road
Raleigh, North Carolina 27607

(919) 733-4801

HANDOUT 1N

EVACUATION PLAN & FIRE DRILL REPORT

YEAR 198 ____

NAME OF FACILITY ____________________

NAME OF MANAGER OR OPERATOR ____________________

ADDRESS OF FACILITY ____________________

North Carolina State Building Code Requirements for Day Care Facilities:

3. (e) Each Day Care Center shall formulate a plan, in cooperation with the local Fire Department, to evacuate in case of fire or when necessary. (Fire extinguishers shall not be used until the children are safely evacuated unless the facility has sufficient staff personnel to evacuate the children safely and use fire extinguishers simultaneously.) All employees shall be instructed and kept informed of their duties under the plan. There shall be at least one unannounced fire drill monthly.

DATE	HOUR OF FIRE DRILL	TIME REQUIRED TO EVACUATE BUILDING	SIGNATURE
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			
(8)			
(9)			
(10)			
(11)			
(12)			

Insuring Your Program - Liability Insurance

by Carol Stevenson and Kathleen Murray

This article is adapted with permission from a forthcoming Bay Area Child Care Law Project legal handbook for child care programs. For more information about Project publications, contact BACCLP, 9 First Street, Suite 803, San Francisco, CA 94105.

As a childcare provider you are responsible for the well-being of the children in your care. You are probably well aware that your entire program could be disrupted by a major calamity. There are several ways that you can attempt to protect yourself and your program from liability. Maintaining a good safety program, following applicable licensing requirements, and purchasing insurance appropriate for your program are probably the three most effective things you can do.

Carol Stevenson is an associate with and Kathleen Murray is an attorney with the Bay Area Child Care Law Project in San Francisco, California.

This article will concentrate on liability insurance: how it works, what types of coverages are available, and how to decide what coverage is right for your program. In future articles other forms of insurance such as accident and health for children, automobile insurance, employee insurance, and property insurance will be addressed.

General Liability Insurance

You leave an eight-year old with a three- and four-year old while you run to the store for 10 minutes. On your return, you find that the four-year old has badly burned his hands on the floor furnace in your home.

You are outside with four toddlers. The

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phone rings inside your house or center, and thinking it's an important call you've been waiting for, you dash inside to catch it. In your absence, one child picks up a sharp stick and pokes it in another child's eye causing a permanent injury.

In either of those situations, the parents might sue you. If they did, you would have to defend yourself, and if you were found negligent, you would be ordered to pay money damages. Liability insurance can protect you in these kinds of unfortunate situations.

General liability insurance allows a child care provider to insure against the possibility of being found negligent. Negligence is a legal term that means a person was under a legal duty to act with reasonable care and did not act with such care. Child care providers have such a duty to the children in their care.

The best, most complete form of general liability insurance you can buy is comprehensive general liability. It provides coverage not only at the child care site, but wherever an accident might occur--on a field trip, a walk, or at a fundraising party. In contrast, a more limited coverage is provided if you purchase owner's, landlord's or tenant's general liability coverage. With these forms of coverage, only accidents which occur on the named premises are covered.

Any liability insurance policy only covers accidental injuries where the provider could be found negligent. If an accident happens where no one is at fault, then the liability insurance does not pay. Since children have many accidents that are no one's fault, an additional policy covering accidental injury is worthwhile to consider. Many of the group insurance policies for child care providers include both types of insurance.

The insurance company will pay a claim against a liability policy when it is reasonably convinced that you, the insured, were negligent. Most general liability policies pay for four types of costs:

- Accidental bodily injury, including physical injury, pain and suffering, sickness and death;
- Accidental damage to another's property, including both destruction and loss of use;
- Immediate medical relief at the time of the accident;
- The legal cost of defending yourself in a lawsuit if injured party decides to sue. (The insurance will pay for your defense even if the suit is fraudulent or groundless.)

It is also important to know what isn't covered by liability insurance. General liability policies do not cover any injury to a child who is being transported in an automobile. Automobile liability insurance is always written as a separate policy. Also, injuries to yourself or an employee as the result of an accident are usually not covered by a general liability policy.

Products Liability

If you have bake sales or serve food to children, you may want to purchase products liability insurance. It would protect you if someone got sick from eating the food you provided or sold. A general liability policy can be written to include this coverage, or a rider could be added to your policy for a specific event.

Personal Injury

Personal injury refers to injury to the feelings or reputation of a person or organization, not bodily injury. This kind of liability insurance covers protection against law suits for libel, slander, invasion of privacy and false arrest. This kind of law suit might come up in a child care setting if a provider became involved in a child abuse or child custody action. In some states, however, a child care provider who reports a suspected case of child abuse is immune from either civil or criminal liability for making such a report. Involvement in a child custody suit carries with it no protections from liability. In a rare situation, a bitter parent might sue a child care provider for invasion of privacy or defamation. Suits brought by employees and former employees are not covered under standard personal liability policies, but could be included with the payment of an additional fee.

Fire Legal Liability

If you rent or lease the place where you provide child care, chances are good that your landlord has fire insurance. If you cause a fire in the building, your landlord's insurance company will, after paying the landlord's claim, come and attempt to collect from you the amount it cost to repair or replace the building. Fire legal liability insurance protects you from this possibility. It would pay if your negligence caused the fire.

Directors and Officers Liability

In centers which are organized as non-profit corporations, the directors and officers of the corporation are required to perform their duties in accordance with established legal standards. These standards vary considerably from state to state, so that directors should review the specific laws of their own state. In California, for example, a director must act 1) in good faith, 2) in a manner he/she believes to be in the best interests of the corporation, and 3) with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. A director of a non-profit corporation can rely on the information and reports supplied by the management of the center in making his/her decision.

A non-profit corporation can protect its directors from liability in the case of a lawsuit by indemnifying the directors in the corporate by-laws. A typical indemnification clause would read: "This corporation shall, to the maximum extent permitted by law, indemnify each of its present or former directors, officers, employees or other agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of this corporation." Such a clause only provides protection when the director or officer was acting in good fatih and in a way that he/she reasonably believed was in the best interests of the corporation. With such a clause in the by-laws, and with the directors named in the general liability policy as additional insureds, they would be personally protected from most kinds of lawsuits.

Contractual Liability

Every general liability policy excludes from its coverage liability assumed under a written contract. Often, written contracts between child care centers and funding sources contain a clause holding the funding source harmless for any liability in connection with the center. A contractual liability policy would specifically cover the center for the liability it assumed under the written contract. Similarly, a landlord might, in a written lease agreement, insert a hold harmless clause. Since the lease is a contract, a contractual liability policy could be writen to cover the liability the center assumed under that contract. Contractual liability insurance can be purchased either on a specific contract basis or on a blanket basis which would cover all contracts made by the center. A specific contract policy is cheaper and probably more suited to the needs of a child care center.

Excess Liability Coverage

This coverage simply provides excess amounts of coverage above the amounts of the basic general liability insurance policy. For example, if you purchase a $100,000 comprehensive general liability policy from Company A, you could buy an excess policy from Company B to provide another $400,000 of coverage. The combined total coverage would be $500,000. The second policy would provide extra liability coverage only after the basic policy paid on the claim up to its limits. If the primary coverage is adequate, then the excess liability coverage may be relatively inexpensive.

Additional Insureds

Frequently, funding sources as well as landlords will require that they be named on your insurance policy as additional insureds. This means that if they are named as co-defendants in a suit against you, the insurance would cover both the cost of their defense and any part of the settlement or judgement against them. Officers, directors, and employees, too, should be named as additional insureds to provide them with the same protection. It would be helpful to name your landlord as an additional insured. The cost of naming an additional insured is typically minimal and is sometimes free of charge.

How Much Is Enough?

People experienced in insuring non-profit organizations recommend a minimum of $500,000 bodily injury and property damage insurance. Organizations such as child care centers are not sued very often, but when they are it is usually because someone has been badly injured. In that kind of a situation, the injured person will sue for a large sum of money, and the center will need high limits of coverage.

Liability policies can be purchased directly from an agent or broker, or through a provider's association. The amount of coverage is usually expressed in terms of limits per person and per accident. For example, the policy might be limited to $100,000 per person and $500,000 per accident. Of course, the dollar limits of the coverage determine the premium charge. However, you can usually increase the coverage amount considerably without incurring a proportional increase in premiums. For example, doubling the coverage amount may only result in a 10% increase in the amount of the premium.

It is possible to insure yourself against almost any possible risk. However, no child care program can afford to go to such extremes. Most can only afford very basic kinds of insurance. Therefore, it is important that you buy insurance only after a careful assessment of your program's specific needs and budgetary restraints. In addition, it may be worthwhile to shop around among various insurance providers as insurance costs often vary dramatically from one provider to the next. Strategies for securing the best insurance coverage for your money will be discussed in a later article in this series.

Outline of Topics to be Included in an Operations Manual

I. Information About the Conduct of Major Tasks of Program Operation

A. *Admission Policies*—Fee policies and criteria for enrolling a child, procedures for completing the enrollment process, procedures for maintaining a waiting list.

B. *Education Philosophy and Daily Plan*—Discussion of the specific educational philosophy of the program (e.g., Open Education, Montessori, etc.) and how those beliefs are to be implemented through a planned program of daily activities.

C. *Grouping*—Plan for grouping children (i.e., all 3 year-olds together vs. a mixed age group), under what circumstances a child should change a group, maximum size of each group.

D. *Materials*—Description of how child development materials and equipment are to be used and cared for.

E. *Building*—Description of how to schedule use of space (e.g., when various age groups will be on the playground or whether all children will eat lunch at the same time or not), policies on maintaining the cleanliness of the facility, and who is responsible for various maintenance chores.

F. *Special Child Arrangements*—How to handle mealtime, nap, outdoor play, bathroom periods, field trips, etc.

G. *Health and Safety*—Procedures for daily health inspections, staff assignments, and instruction during emergencies (injury to a child, fire, severe weather, etc.), first aid information, accident-preventing restrictions on child behavior or use of facility, procedures designed to prevent spread of disease, and policy on accepting or caring for a sick child.

H. *Parents and Community*—Policies of communication and cooperation with parents, discussion of practices to maintain good public relations, specific staff assignments to work with volunteers, staff assignments to coordinate with other day care programs or other community agencies.

I. *Record Keeping*—Procedures for evaluating individual children, maintaining child records, policies on referring children to social and health service agencies.

J. *Business Practices*—Designation of staff authorized to purchase materials or receive money, procedures for inventory or storage of materials, procedure for maintaining licensing status.

K. *Transportation*—For centers with a vehicle, there should be detailed instructions about the operation and maintenance of the vehicle, a set of safety practices, procedures to be followed if an accident occurs, first aid instructions, and information about safety equipment to be maintained on the vehicle (first aid kit, fire extinguisher).

II. Instructions to Staff on Appropriate Attitudes and Behavior to Promote the Development of Children

Most programs provide staff with instructions related to the growth and development of children. This usually includes information on "ages and stages," policies on child discipline, and discussion of attitudes to be displayed by adults and encouraged in children.

III. *Instructions to Staff Concerning the Conduct of Their Specific Job*

This information varies depending on how roles are divided. For example, a day care program where the owner or director also keeps the books will record less about this

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Suite 209, Atlanta, Georgia 30309.

function than one with a separate bookkeeper. In general, each job has many more tasks than can be squeezed into a job description. Information about completion of various forms or the details of a fairly complex process should be included here.

For cooks, this could include procedures on purchase, storage and preparation of food. For accountants or bookkeepers, it would include procedures related to purchasing, payroll preparation, property inventory, financial reporting, etc. For transportation workers, it usually includes specific instructions on safety practices and vehicle maintenance.

EXAMPLE OF
OPERATIONAL POLICIES

Sample Child Development Center
325 N. Salisbury Street
Raleigh, N. C. 27611

Telephone: 733-6650

THE MAJOR GOAL OF OUR PROGRAM

(Required for Level 2 Only)

To promote the growth of social, emotional, physical, and intellectual development of each child, using practices designed to duplicate the benefits of an enriched home environment. To provide opportunities for parents to increase their understanding of educational values and for staff to cooperate with parents in sharing responsibility for the education of their child.

We hope to accomplish these goals by offering a well-rounded and carefully planned educational learning experience through music, art, dramatic play, games, indoor and outdoor play, and creative learning with supervision by highly trained and experienced teachers.

Parents are invited to come in and visit and discuss our program. In order to carry out our goals effectively we urge you to adhere to the following guidelines outlined in the handbook.

HOURS

The Center is open from 7:00 a.m. to 6 p.m.

The school must be notified if a child will be arriving after 9:00 a.m. in order for the kitchen personnel to make proper arrangements. Activities start at 9:00 a.m. and it makes it very difficult for a child to adjust if you bring him when the activities are over.

In case of an emergency when children must spend additional time at the Center, the parent must pay $3.00 after the first 10 minutes, plus $1.00 for each additional 15 minutes.

Source: Developed and Compiled by Kathy Hiles and Beth May
Program Development Branch
DHR - Office of Day Care Services

DAYS OF OPERATION

The Center will be open Monday through Friday, year round, except for legal holidays.

The following holidays will be observed:

New Years
Easter (Good Friday and Easter Monday)
July 4th
Labor Day
Thanksgiving Day and Friday after
Christmas Day & 1 extra day (parents will be notified two weeks prior to holiday)

Listen to WAYS, WBT, WGIV for announcement concerning the closing of school in the event of snow. We will only close if conditions are hazardous for driving.

The Van will not operate if Raleigh schools are closed due to weather conditions. You will be responsible for getting your child to school.

CHILDREN SERVED

The Center will serve children 3 months through age 6 years. The purpose of the Center is to provide a program of all day care for infants, toddlers, and pre-school age children that is consistent with the highest quality of early childhood education.

The Center is not staffed or equipped to serve children with serious special needs. Children with minor special needs will be considered on an individual assessment basis.

SAFE ARRIVAL & DEPARTURE

Parents are asked to accompany the child to the door or to remain in the care until the child is safely inside the building. Parents will designate on the enrollment form who is to pick the child up each day. If there is a change of plans regarding the child's leaving the Center, the Director should be notified in writing. Your child will not be allowed to leave with anyone else unless we have your written permission. After-school children from Fred A. Smith School will ride the school bus to our drive on Farm Road. One of our staff will meet the bus each afternoon and walk with the children to the building.

ILL CHILDREN

Any child who shows signs of illness should not be sent to the Center. Such signs include, but are not limited to, fever, diarrhea or vomiting within the past 24 hours; rash, fresh cold, deep cough or sore throat. Parents should stay inside unattended, it is very likely that it will not be possible to leave a child who is borderline-ill indoors when the rest of the class goes out.

Children will be briefly inspected each day upon arrival. Any child whose physical condition appears such that it could endanger the other children will not be permitted to stay. If a child becomes ill during the day, he/she will be isolated until parents can be contacted to come and get their child.

Parents must notify the Center office immediately when their child contracts any communicable illness other than a cold. In the case of common childhood diseases such as measles and chickenpox, exclusion from the Center will be based upon the State Health Department disease chart, a copy of which is on the Parents' Bulletin Board.

The North Carolina rules and regulations forbid the staff giving any medication to children unless it has been prescribed by a doctor. The medicine must be in the original container with the child's name, the doctor's name, and the dosage plainly printed on the druggist's label.

Please leave the telephone number of a person to contact in case your child gets sick during the day. Notify the Director if this number changes.

Slight injuries at the Center will receive first aid from a staff member. In the event of serious injury, parents will be notified immediately and necessary steps taken to obtain medical aid. For emergency purposes, parents must keep the Center informed of changes in work and home phone numbers, address, etc.

In case of an emergency, the Center will attempt to reach, in this order: parents, emergency contact listed on application form, physician, hospital.

FEES

Fees are to be paid in advance by the week, bi-monthly, or monthly. Prompt and regular payments are necessary for the good of the center. If your payments are past due, your child will not be accepted in the Center until bill is paid in full or arrangements have been made with the Director.

1. If your child is absent, on vacation or holidays, the weekly fee is still required.

2. A $3.00 service charge on return checks. If this happens more than two (2) times, the Center will accept cash only.

3. The center must be notified two (2) weeks in advance if a child is to be withdrawn and the bill paid in full.

4. Registration - $15.00 payable at time of enrollment.

5. Tuition is on a sliding scale based on family size and income. See attached sheet.

   Tuition is not refundable, absences for sickness or other reason will cause no reduction of this fee.

6. There will be an insurance fee of $2.00 per year per child: $3.00 per year per child for school-age children.

DISCIPLINE

Some parents say to us, "I want to know that you are going to discipline my child and not just let him have his way all the time."

We try to help each child learn to discipline himself. We have rules that must be followed for safety and health. We have needs for sharing all our equipment with other children. Each teacher has some rules about acceptable and unacceptable behavior.

Discipline may take the form of "Sit in the chair until we can talk about it," or "stand by the fence until you can stop throwing rocks."

Corporal punishment, sarcasm, and yelling are never acceptable means for disciplining children in this Center.

Rewarding good behavior is our aim, so that the child will find the unacceptable behavior lacks fun and fails to get him the desired attention of the teacher.

We try to use a positive approach so that the child will choose the better way.

ENROLLMENT

Prior to a child's attendance at the Center, an application form and fee agreement, family information form and health certificate must be on file in the Director's office. There is a one-month period of trial enrollment to ensure that the program and the child are well-suited to one another.

The Center is to be notified two weeks in advance before a child is to be withdrawn. If there is no notification in advance, a regular two-weeks tuition will be due.

INFANT/TODDLER CARE

During the period when solid foods are being introduced, informal conferences will be held with the parent so that this can be coordinated with the home schedule.

Each child shall be toilet trained according to his or her own rate. Rewards for success shall be emphasized rather than penalties for failure. Informal conferences will be held with parents at least every two weeks during the toilet training period.

CHILD ABUSE & NEGLECT

By North Carolina law, caregivers are required to report suspected cases of child abuse and neglect. If such cases arise, the alerted staff member will report to the Center Director. The Center Director then would notify the Protective Services Unit of the Department of Social Services.

If a teacher is to be absent from the classroom, the direct supervisor is to be informed and will appoint a replacement for that teacher.

Whenever possible, our part-time or volunteer staff will substitute in the case of absences. Additionally, a substitute list will be kept for reference use by the Director.

If the Director is absent, she is responsible for contacting a staff member to assume her responsibilities.

PARENT PARTICIPATION
(Level 2)

The parent organization, called ______________________________
will meet _____ times a year. The officers are as follows:

President: ______________________
Vice-President: ______________________
Secretary: ______________________
Representatives:
  Room 1 ______________________
  Room 2 ______________________
  Room 3 ______________________
  Room 4 ______________________

Planned Parent-Teacher conferences will be held at least once a year. Others will be held at request. Parents are needed as sitters for staff meetings, to go on field trips, and for helping collect materials needed. This will be requested as needed. The Parent Organization will keep you informed through a newsletter and meetings.

Parents are encouraged to visit the Center for lunches, birthdays or visiting days. Visiting an hour or morning might be helpful in gaining knowledge about a "typical" day. If you plan on visiting, please check ahead with the Director. You are welcome to come during lunch and have a birthday party for your child if it falls during the week.

ACTIVITIES & EXPERIENCES
(Level 2)

The Director has a schedule of weekly activities and will be happy to discuss our program with you at any time you would like to schedule a conference. The children have ample outdoor play time, a variety of indoor activities, group activities, music, walks, and field trips. The children who stay all day have a nap or lying down rest period each day.

SPECIAL PROGRAMS

Field Trips:

A part of the learning experience is seeing things where they happen. A trip to the fire station is much more memorable than a story about a fire engine.

Seeing people where they work is teaching career opportunities.

You are asked to sign a field trip permission slip when you enroll your child. The children will be taken in the Van with responsible adults.

You will be informed ahead of time the place of the field trip and the time we will leave the Center and the time of return.

Outline of Topics to be Included in the Personnel Policies and Procedures of a Day Care Program

I. Statement of Employer Philosophy Toward Employees

II. Process for Establishment and Amendment of Personnel Policies
   A. Description of how a board of directors or its personnel committee will work with staff in the development of personnel policies.
   B. Statement of how often the policies will be reviewed.

III. Employment and Employee Status
   A. A definition of the types of employee status. Permanent and probationary employees are the most common. It may be desirable to define or discuss temporary employee status (e.g., a substitute teacher) and the terms promotion and transfer.
   B. A statement that the program is an equal opportunity employer.
   C. A description of the process by which a vacancy is filled.
   D. A description of the process for resigning, and the required period of notice.
   E. The policy regarding retirement.

IV. Basic Employment Description and Expectation
   This includes the length of the workday and workweek; policy for documenting time; statement about when salaries are paid; recommendations or requirements concerning type of clothes to wear; areas in the building in which smoking is permitted or prohibited; whether staff are expected to eat lunch with the children (required in the day care licensing standards in some states) or are permitted a separate lunch period; if desirable, a statement prohibiting employees from eating or drinking foods which the children do not have (e.g., eating candy or coke in the classroom); a statement of health tests (TB, physical, VD, etc.) which may be required for employment in day care; information about parking, or areas of the building which can be used for breaks or planning work; and policies on use of the telephone for personal calls.

V. Salary Plan and Description of Fringe Benefits
   A. Included in the salary plan should be a statement of the employer's philosophy on salaries, how base salaries are established and are reviewed, and under what conditions salary increases will be made available.
   B. Included in the fringe benefit discussion should be a description of required fringe benefits (usually workman's compensation, unemployment insurance and social security) and a description of optional fringe benefits (e.g., medical insurance, life insurance, retirement plan). Information about the pros and cons of choosing various optional fringe benefits should be available and could be included in the Personnel Policies and Procedures document.

VI. Attendance and Leave
   A. Definition of expectations regarding regular attendance, procedure for notifying if employee will be late, policy when an employee is absent without authorization.
   B. Definition of vacation and sick leave—how it is accumulated, whether unused leave may be carried over at the end of a year, how soon to apply in advance for

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vacation leave, whether sick leave must be documented by a doctor's statement, definition of other family members whose illness would justify the use of sick leave.

C. Definition of leave for special purposes, such as jury duty, voting, serving as an election officer, and attending a funeral. Some programs have a policy to cover when the program is closed due to bad weather.

D. Definition of educational leave where applicable.

E. Definition of maternity leave.

VII. Disciplinary Actions and Appeal Procedure

A. This should include a description of the process by which discipline will be administered. It could include the steps of probation, suspension, and dismissal, although often it only includes a dismissal process.

B. The actions of an employee which could cause a dismissal should be stated. Some of the most common reasons are: The employee uses physical force in disciplining child, the employee has falsified employment information, consistent failure to carry out assigned duties, failure to comply with the program's licensure regulations and, in some programs, the violation of confidential information—such as discussing a child's behavior with someone other than staff or a child's parents.

C. A description of how an individual employee may appeal a disciplinary action or other decision related to employment.

D. A description of how general grievances of employees can be brought to the attention of an upper level of supervision or the board.

VIII. Employee Evaluation

A process of periodic evaluation of employee performance is common in most day care programs. Discussion should include purposes of the evaluation, its frequency, whether the evaluation will or will not be used in making decisions about promotion or salary increases, and usually a statement that the employee is required to sign the evaluation.

IX. Miscellaneous Topics

Other possible subjects that some day care programs have found necessary to include are:

A. Policies related to nepotism—that is, whether relatives of current employees or board members can be hired or be the supervisor of a relative.

B. Policies of what kinds of political activities an employee can engage in; this only applies to centers which are subject to certain federal laws (Chapter 15, Title V of the United States Code—formerly known as the Hatch Act—and/or Sections 606 (6) and 213 of the Economic Opportunity Act).

C. Special meetings or workshops which employees are expected to attend.

D. Policies of whether an employee's child can be enrolled in the program or not.

E. Statement related to employees' travel and conditions under which they will be reimbursed for expenses.

Chapter II.

The Board of Directors

A community program should be directed by a group of citizens who are interested in day care services. Consumers of the service (parents of children) should be represented on the governing body. Accepting board membership is an important community service and carries much responsibility. The board of directors of a day care program has responsibility to the community, the parents who use the service, the staff of the program, and the children the program serves.

The community looks to the board to provide day care service for the families and children who need it. The community entrusts funds to the board so that day care service can be of a quality and quantity which will be beneficial.

The parents look to the board to provide the type of service necessary. They enroll their children in the program with the belief that the program will meet the health, education and social needs of their children.

The staff of the program looks to the board to create sound and workable policies through which they can develop the program and provide the needed service.

But especially, the children look to the board to provide the kind of persons, buildings, equipment and philosophy which will make their days happy, stimulating and creative.

Legal Requirements for Organizing a Board

If a day care program is sponsored by an institution or organization that is already chartered, its attorney can establish whether or not it can undertake a day care program under its charter and can suggest what, if any, changes in its charter are required.

If the sponsoring group is not chartered, it will need to take action to become a legal entity within the state in which it operates. Usually, incorporation as a non-profit organization will be desirable.

Each state has legal requirements for the formal organization of a corporation. In most states, articles of incorporation consistent with state regulations are required to be submitted to the Secretary of State for approval. An attorney who is familiar with state law should be consulted about developing this document. Bylaws of the organization also need to be developed by the board to state its own functions and how it intends to discharge them.

The Internal Revenue Service has ruled that in certain circumstances, non-profit organizations formed to operate day care programs may be exempt from Federal income taxes. A ruling from the Internal Revenue Service on a particular program is necessary to exempt it from Federal income taxes and to allow donors to list gifts to the organization as tax deductible.

Selecting Board Members

Board membership is a responsibility to the community and should be taken seriously. Few agencies can afford board members who are interested in having their names on letterheads, who have little active interest in the program, or who are unwilling to give the time necessary to set policies and to give direction to the program. A good board member keeps informed about the organization's program; about how this program relates to other services in the community; and, about the program's effectiveness in accomplishing its purposes as set forth in the bylaws.

Selecting board members who are responsive to and representative of the entire community is a continuing obligation of day care program sponsors. A sponsor will need to look carefully at the composition of its community and to make every effort to develop a governing board that represents a cross-section of the community. For example, board members should be sought from all socio-economic strata; from many ethnic and religious groups; from various political persuasions; and, from the ranks of professional, trade and other interest groups that are a part of the community's life. It is particularly important that parents of children served in the program are members of the board.

At the same time, a sponsor will want to determine how many board members are needed to assure that the program can be operated effectively. Boards that are either too small or too large are detrimental to effective operation. A sponsor will probably wish to select each board member primarily for his interest in the program, but will want to take into consideration how each member

This information is taken from Day Care Administration by Malcolm Host and Pearl Heller. Day Care Administration is available from: The Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

will contribute to the creation of a board that represents the entire community.

Community institutions, organizations and groups are possible sources from which to draw potential board members because these groups have purposes that are known to the community and, usually, members of these groups are committed to those purposes. If the groups' purposes are akin to those of the day care program, it is probable that board members recruited from these sources will be interested in helping to guide the day care program.

If they are to offer effective guidance, board members will hold a conviction that the program is important. They will seek not only to understand the organization's purposes, but also to strive to view the organization within a context of changing community needs. When new needs emerge, board members will be receptive to making the changes in established structures, policies and practices required to fulfill these needs. They will also be aware of the difference of function assigned by the organization to its board and its staff. Board members should be expected to have the interest and to take the time to serve on committees, to attend meetings as regularly as possible, to know the staff, to visit the facilities, to offer constructive criticism of the program through appropriate channels, and to know the new developments in the field of child development and early childhood education that affect the day care program.

Rotating Board Membership

Community groups suffer when they permit governing boards to be self-perpetuating. Rotating membership permits persons with new ideas, new perspectives to serve on the board and permits the most dedicated members to withdraw for a time so that they may return with a fresh view of the program.

Most community organizations make provisions in their bylaws not only for the length of board members' terms of service, but also for the number of consecutive terms that members can serve. The length of members' terms of service varies, with terms of two, three, and four years being most common. How many consecutive terms members may serve should take into account the length of the term for which members are elected.

Newly organized governing boards usually initiate their rotation plans, after they have been formulated, by some impartial determination, such as drawing lots for staggered terms. For example, if a board has adopted a three-year term of service, one-third of the members would serve for one year; one-third, for two years; and, the remainder, for three years.

Organizing the Board

After a charter or articles of incorporation has been granted, the board will want to draft bylaws that establish how it will discharge its responsibilities. A recognized parliamentarian or parliamentary publication can suggest the topics that bylaws usually cover. Each board will have to decide the particular offices that it requires for effective operation and the particular standing committees that will be needed to assure reasonable distribution of responsibility and workload.

When the bylaws are drafted, care should be exercised to assure clear statements of the duties of each office and committee. No overlapping of duties should exist, nor should there be any language in the statements that can be interpreted in more than one way. An organizational chart can help the board to clarify who is responsible for what.

Board Responsibilities

Most governing boards of day care programs have the following three primary responsibilities:

- to establish, and continually re-examine and modify, the organization's policies;
- to assure adequate financial support for the organization;
- to interpret the organization's purposes, achievements and problems to the community.

Some of the particular tasks that will fall to the board will be these:

- determining the general program of the organization and the policies that will govern the program;
- compiling and approving an annual budget;
- securing needed financial support for the organization;
- securing physical facilities needed by the organization;
- hiring an executive officer who can administer both the program and business aspects of the organization's operation;
- endorsing the work of the organization within the community;

evaluating the program in the light of changing external and internal needs.

Usual Standing Committees

The size of the day care program will, of course, dictate the number of standing committees that the governing board will want to establish and the number of members who will serve on them. Generally, there will be a committee to carry responsibility for each component of the day care program, but some situations may suggest that related services can be adequately handled by the same committee.

Committees can be valuable even when the governing board is small because they distribute responsibility and workload. They also are a means for assuring that each board member remains close to some aspect of the program.

The informality of working as a single unit and of conducting business by verbal reporting and discussion is undoubtedly pleasant and easy for a governing board. However, the long-range interest of a program can be better served if written reports and recommendations are adopted early in the life of the organization. New board members and new staff members will be able to understand the organization more readily and more completely if they can follow the development of the program in written records. All committee assignments should be clearly stated and committee members should be willing to devote serious thought to the assignments.

The usual standing committees that day care programs find helpful and the committees' usual responsibilities are given below:

> The Executive Committee is usually composed of the elected officers of the board. It carries on the board's business between meetings and is usually authorized to act for the board in emergencies. The board will want to be certain that the Committee regularly reports its actions between meetings to the full board, and that it does not usurp the board's functions. The limits within which this Committee is empowered to act without calling special meetings of the full board should be clearly stated in writing and formally approved by a vote of the board at a regular meeting.
>
> The Finance Committee is responsible for making recommendations to the board about financial management of the program. It compiles the annual budget, analyzes income and expenditures, recommends methods of financing the program and possible sources of funds.
>
> The Committee will need information and recommendations from other committees about each program component's financial requirements if it is to discharge its responsibility. Procedures will be needed whereby all committees formulate their financial requirements and make their recommendations well in advance of the Finance Committee's consideration of the organization's financial needs. Such items as new personnel requirements and salary increments; maintenance, repair or purchase of facilities; purchase or repair of program equipment and required amounts of program supplies; legal regulations and required insurance coverage; and other needs of each component should be available to the Finance Committee when it begins its work.
>
> In addition, the Committee will want to have current financial reports, previous budgets, auditors' reports, insurance records, and directives from funding bodies at hand. It will also, most certainly, want to work closely with the executive officer while it considers the financial needs and funding possibilities of the organization.
>
> The Personnel Committee is responsible for assuring that the organization has adequate numbers of personnel and that they are appropriately prepared to execute its day care program. It will also want to study staff turnover and to assure that the organization remains in a position to attract and keep the amounts and types of personnel it requires.
>
> The Committee usually prepares personnel practices, job descriptions for staff positions, salary ranges and qualifications for staff positions, and recommends their adoption to the board.
>
> Recommendations for staff salary increments are usually originated by the Personnel Committee.

The Committee will want to continually review the organization's personnel policies to assure that they reflect community standards and that they incorporate current thinking about desirable practices in the field of personnel administration.

The Health and Medical Committee recommends to the board the health and medical standards and practices for the organization and, after board approval, initiates and monitors the health and medical program.

The Committee will want to have available to it copies of legal requirements for health and medical services that the day care program must adhere to; records of the health and accident experience of the organization that relate to children in care and to the staff; statements of costs of the health program; lists of community health and medical services being used by the organization; copies of forms in use for health recording and reporting; copies of reports of inspections made by licensing bodies and of observations by its own observers; and, current insurance coverage, regulations and forms.

The Building and Grounds Committee is usually responsible for long-range planning for the acquisition, renovation, repair and maintenance of real property and major equipment. It can be assigned the responsibility for environmental safety, if the board wishes.

The Committee will need to have available to it records of the property holdings of the organization, including current appraisals of their value; projections of the organization's future property needs; copies of legal regulations applicable to the buildings and grounds owned, leased or rented by the day care program; cost records of expenditures during the past year for purchase, rental, lease, renovation and repair of buildings and grounds; and, blue prints (or sketches) and specifications of buildings and grounds being used for the day care program.

The Program Committee is usually responsible for recommending policies for the program offered to the children in care and to their parents.

The Committee will be concerned about the educational opportunities that children and parents receive; the in-service training program for those who care for the children; and the assessment of present program offerings, equipment and materials in the light of changing community needs and of changing practices in child development and in early childhood education.

The Committee will want to have available to it copies of legal standards that are applicable to the organization's program content and methods, records of the current in-service training program; records of the present parent education program; copies of program evaluation forms presently used by the organization; copies of reports of inspections by regulatory bodies; and, reports of observations made by its own observers.

The Social Service Committee (Case Committee) is responsible for recommending policies governing the social services offered to families of children in care and for monitoring and evaluating the social services offered.

The Committee will want to have available to it current reports of the amounts and kinds of social services being rendered, copies of the current percentage of all income that the fees represent, copies of present enrollment (intake) policies and of forms used in the enrollment process, copies of the materials given to parents when children are enrolled, and copies of reports of regulatory bodies that are applicable to the social services offered.

The Nominating Committee is, perhaps, the key committee in a well-conceived day care organization because it determines the quality of leadership that the organization can command. Although the Committee is most active before annual elections, it should be continually seeking potential board members who are interested in the day care program and who can be helpful to it.

The Committee will want to prepare its slate of officers and potential board members well ahead of the meeting at which elections take place, usually designated as the annual meeting. Each person nominated should meet the requirements established in the bylaws for board membership and eligibility to hold office; and, each person's consent must be obtained before his or her name is placed in nomination.

The Committee also nominates persons to serve the remainder of unexpired terms on the board when vacancies occur between annual elections.

The Committee will need to have available to it copies of the organization's bylaws; a list of current board members with notations of the year in which each member's term expires and of the number of consecutive terms each has served on the board; lists of new potential board members that include information about them that will aid the Committee in making appropriate nominations; records of present members' attendance at meetings; and, names of former board members and their reasons for leaving the board.

The Committee will also wish to know what board positions present board members hold and those held by past board members.

The Orientation Committee is responsible for assuring that new board members are given information about, and understanding of, the day care program's purposes and policies; the responsibilities of the board and staff; and, the scope of the program. The Committee assures that new board members visit the organization's facilities, observe the program as it operates, meet key staff members and other board members, and become active in the board's work as quickly as possible.

The Committee will want to make full use of the staff, especially of the executive officer, as sources of assistance in preparing new board members for their duties. As part of the orientation process, the Committee will want to provide new members with copies of the organization's bylaws; administrative and personnel policies; and the board's handbook for its members.

Advisory Groups

Governing boards of day care programs will find advisory groups to be valuable adjuncts to the organization. The kinds of advisory groups that day care programs will usually find useful are parent advisory, technical advisory, and policy advisory groups. In addition to serving on the board, provision should be made for parents to be represented on policy advisory groups because they, as consumers of the services offered, can offer invaluable assistance in developing policies and practices that are realistic and effective.

Policy advisory committees help to develop programs, advise about staff recruitment and selection, initiate suggestions for program improvement, and act as a channel through which complaints about the program can be made.

Board Records

The board will need to keep minutes of its regular and special meetings; minutes of the regular and special meetings of committees appointed by it; copies of resolutions and recommendations submitted to it; correspondence directed to the board and initiated by it; names, addresses, phone numbers, terms of office, and positions held by present and past board members; the organization's charter or articles of incorporation; copies of the organization's bylaws; and, lists of members of committees appointed by the board.

The board may assign its record-keeping responsibility to the executive officer, or his delegate, or may retain responsibility for certain records. The accuracy and completeness of the records that relate to the board's functioning are always its responsibility.

The board is also indirectly responsible for the accuracy and completeness of all records of the organization. The direct responsibility for record-keeping is usually carried by members of the staff.

Board Members' Handbook

Both the membership of the board and

the policies and programs it initiates will change, if the organization is functioning as it should. Some plan must be provided for keeping old members informed of changes and of providing new members with the information they require to function effectively. Perhaps the simplest plan is to develop a handbook which contains such basic information as:

- brief history of the organization;
- copy of the bylaws;
- copy of the organization's statement of purpose;
- list of board members with addresses, phone numbers and their board offices or positions;
- list of standing committees and the current chairman of each;
- copy of current personnel practices;
- list of facilities used by the program with addresses of each and name of staff member in In charge;
- list of key staff members, their titles and locations of their offices;
- board's current annual work schedule;
- calendar of dates of board meetings and of special events of importance to board members;
- organizational chart;
- brief description of each service offered by the day care program;
- sample of children's daily program schedule.

It will be helpful to use a sturdy, looseleaf binder for the handbook. Each board member may wish to add his copies of minutes, and financial and other reports to his book.

Information can be kept current by distributing copies of changes at regular board meetings.

Although new or small organizations may reject the need for such a handbook on first thought, the rejection is unwarranted. Organizations can begin compiling a handbook when there may be little information to place in it. But as growth and change come, the existence of a means for informing board members and for keeping them informed will prove to be worth the effort expended. Indeed, much more effort will be required to create and initiate such a system when the need for it becomes pressing; and, the time of most pressing need will come when the board and staff have little time to devote to the project.

COMMUNITY DAY CARE ASSOCIATION BYLAWS

ARTICLE I.—NAME

The corporate name of this Agency is the Community Day Care Association whose administrative office is located in the City of ....

ARTICLE II.—PURPOSE

In the exercise of its charter powers, the Agency aims to promote child development through:

1. The operation of group day care centers.
2. Supervision of agency family day care Homes.
3. Establishment of new centers when need is proven and money is available.
4. Give leadership in setting standards of good day care practices.
5. Establishment of homemaker programs and co-operation with other agencies in promoting child development.

ARTICLE III.—BOARD OF DIRECTORS

Sec. 1. The corporate powers of the Agency are vested in the Board of Directors, who shall control all matters of policy and expenditure of funds of the Agency.

Sec. 2. The Board of Directors shall consist of a minimum of twenty-one (21) and a maximum of forty (40) members.

Sec. 3. A quorum for the transaction of any business shall be a majority of the number of Directors as stated in the articles of incorporation, and the act of the majority of the Directors present at a meeting at which a quorum (15) of the Directors is present shall be the act of the Board of Directors.

Sec. 4. No person who has served as a Director for two consecutive terms shall be eligible for re-election until one year elapses, unless such person shall succeed to the Presidency during the year of the expiration of his term of eligibility, in which case he shall automatically continue as a Director and as a member of the Executive Committee for one year after his term as President.

Sec. 5. There shall be a minimum of eight (8) meetings a year.

Sec. 6. It is the duty of the members of the Board of Directors to attend meetings regularly. If a member misses two consecutive meet-

The name—Community Day Care Association—used in this book, is fictitious. Any resemblances to the name of any actual day care organization is purely coincidental.

ings without valid reason it shall be the responsibility of the Secretary to advise him that after the third consecutive absence he will be replaced on the Board of Directors.

Sec. 7. The Board of Directors, by resolution adopted by a majority of the Directors in office, may delegate to the Executive Committee, as hereinafter provided for, the management of the affairs of the Agency for a specified interval of time.

ARTICLE IV.—OFFICERS

Sec. 1. The Directors shall elect annually from their number a President, a First Vice-President, a Second Vice-President, a Secretary, an Assistant Secretary, a Treasurer, and an Assistant Treasurer, who shall collectively constitute the Executive Committee. All officers shall be elected for a term of one year, and no officer shall succeed himself more than once.

Sec. 2. The Executive Committee may invite the Chairman of a standing committee when the business concerns the work of that committee, but such Chairman of the standing committee thus invited shall have no vote in the matters to be voted on by the Executive Committee.

Sec. 3. When there are two or more past-Presidents, they shall be known as honorary Presidents serving as an Advisory Committee to the Board.

Sec. 4. The President shall preside at all meetings of the Board of Directors and shall be ex-officio member of all committees except the Nominating Committee.

Sec. 5. The First Vice-President, in the absence of the President, shall preside and perform his duties; or, in the absence of both, the Second Vice-President shall preside and perform the duties of the President.

Sec. 6. The Secretary shall record and preserve the minutes of all meetings of the Board of Directors and keep an attendance record.

Sec. 7. The Assistant Secretary shall, in the absence of the Secretary, perform the functions of the Secretary.

Sec. 8. The Treasurer shall have the responsibility of keeping the Board informed of the Agency's financial status. The Treasurer shall countersign checks in excess of a designated amount as authorized by the Board. He shall be a member of the Finance Committee.

Sec. 9. The Assistant Treasurer shall perform the duties of the Treasurer in his absence.

ARTICLE V.—STAFF

Sec. 1. There shall be an Executive Director and such other members of the staff as the Board of Directors shall deem necessary to carry on the work of the Agency.

Sec. 2. The Executive Director shall employ such staff as are required to carry out the purposes and objectives of the Agency in accordance with policies established by the Board of Directors. The Executive Director shall keep the Board fully informed on all aspects of the Agency program, and shall keep a record of all information of value to the Agency and shall be the medium of communication between all departments of the Agency and between the Agency and the community.

ARTICLE VI.—ORGANIZATION

Sec. 1. The work of the Agency shall be organized under the standing committee named in Article VII. of these Bylaws, and under such other committees as shall be authorized by the Board of Directors.

Sec. 2. The membership of all committees, excluding the Executive Committee, shall be appointed by the President.

ARTICLE VII.—STANDING COMMITTEES

Sec. 1. Committee on Personnel
This committee shall:

a. Recommend to the Executive Committee for employment of an Executive Director.

b. The Executive Director may confer with the Personnel Committee on matters pertaining to personnel and they shall serve as a review board in personnel procedures.

c. Review annually and subject to the approval of the Board, revise personnel practices, job descriptions, and salary scales.

Sec. 2. Committee on House and Grounds
This committee shall:

a. Handle problems in connection with obtaining equipment and maintaining office quarters for the Agency and the day care centers.

Sec. 3. Committee on Finance

This committee shall:

a. Prepare the budget with the Executive Director for presentation to the Board.

b. Assist in obtaining the funds necessary for the operation of the Agency.

Sec. 4. Program Committee

This committee shall:

a. Have responsibility for recommending to the Board, policy dealing with the Association's day care program.

Sec. 5. Case Committee

This committee shall:

a. Recommend to the Board, policies dealing with the social service aspects of the Association's program.

Sec. 6. Public Relations Committee

This committee shall:

a. Recommend to the Board, policies dealing with Association programs to interpret the work of the Association to parents and the general community.

Sec. 7. Nominating Committee

This committee shall:

a. Present a slate of officers at the January meeting. Additional nominations may be made from the floor.

b. Present names for election to the Board of Directors.

c. Present names to fill vacancies of offices as they occur.

ARTICLE VIII.—AMENDMENTS

These Bylaws may be amended at any regular meeting of the Board of Directors at which a quorum (15) of Directors is present by a two-thirds (⅔) majority vote at such meeting. Notice of the general character of any proposed amendment must be mailed to the membership at least ten (10) days prior to such meeting.

UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE

2. Type of course offering

_____a. Continuing education course

_____b. Curriculum course (specify curriculum)____________________

_____c. Workshop

_____d. Other (please explain)____________________

3. How many instructional hours (hours in class) did it take to present unit?____________________

4. Please comment on the following components of the course.
   a. Job Tasks -
   Are they accurate, realistic and clearly stated?_______________
   Would you add or delete any?_____Which ones?_______________

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated? ______________

Did you use them? ______________

Would you add or delete any? _____ Which ones? ______________

c. Knowledge/Skills -
Is the content accurate and clearly stated? ______________

d. Suggested Methods -
Did you use these teaching methods? ______________

Were they successful? ______________
List other methods that you used that were successful ______________

e. Materials -
Were the handouts and resources suggested useful? ______________

Was there enough supplementary material given? ______________

5. What type of agency or institution offered this course?

_____ a. Community/Technical college
_____ b. Other (please specify) ______________

6. Other comments and suggestions. ______________

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT TWO: PHYSICAL FACILITY

Job Tasks	Page	Handouts
I. Read, understand, comply with and maintain records related to codes: building, fire, sanitation/health	2.2	
II. Conduct regular inspections for safety and proper utilization of space	2.3	
III. Design and allocate space for center operations (indoor and outdoor)	2.5	2A, 2B
IV. Arrange for housekeeping, maintenance and repair of facilities	2.9	2C, 2D, 2E, 2F
V. Maintain equipment records and supply inventories	2.11	2G
VI. Equip center	2.13	2H

Instructional Performance Objectives

Can list required inspections which child care centers must have in order to be licensed

Can develop a routine safety check list

Can design a child care center including outside play area, kitchen area, bathrooms, classrooms, office lounge and storage areas

Given a specific floor plan and the specific number and age(s) of children, can arrange interest areas for a good child care environment for a classroom

Can develop schedule for routine maintenance, including identification of resources for cleaning and repair services

Can prepare lists of office, cleaning, and classroom supplies necessary for one month

Given a limited budget of $2,500, can prepare a list of necessary equipment for a classroom for 2, 3, 4, and 5 year-old children including interest center equipment, furniture and non-consumable teaching materials. If given an additional $2,000, can prepare a list of items that would be desirable to have

Can design an equipment inventory card that will record relevant information

Knowledge/Skills	Suggested Methods	Materials
The physical facility is what many people think of when they think of a child care center. The community often evaluates the center in terms of the condition of the facility. The physical facility should support the center's curriculum. It is the surroundings in which children may work and play safely. It is the place of employment to staff members whose skills turn the building and its equipment into a program for children.		
The effort of maintaining the physical facility is a multi-faceted and demanding job. The following discussion on the various aspects of the physical facility demonstrates the need for the director to organize and plan the center program with the facility in mind. The aspects of the physical facility discussed in this unit include complying with the various codes affecting the facility; individual safety inspections; arranging for housekeeping; maintenance and repair of the facility; equipping the center; and maintaining equipment records and supply inventories.		
I. READ, UNDERSTAND, COMPLY WITH AND MAINTAIN RECORDS RELATED TO CODES: BUILDING, FIRE, SANITATION/HEALTH		
Each of the codes, while administered through a different state and/or local agency, is also monitored by the Office of Child Day Care Licensing (OCDCL) staff as a part of the total North Carolina Day Care Licensing standards. Building	After discussing or reviewing the importance of these codes, each student could be asked to write the Office of Child Day Care Licensing (OCDCL) requesting a set of forms that a child care	See OCDCL address in the Resource List.

Knowledge/Skills	Suggested Methods	Materials
inspections are conducted prior to the opening of a center, when renovations and additions are proposed, or when the ownership of the center changes. Inspections are made at least once a year by the fire inspector, sanitation and OCDCL consultant to evaluate compliance with these standards. In addition, there may be special local standards which are enforced in some areas of the state. Two issues for each of the codes should be emphasized to all directors. These are legal and recordkeeping. A. The legal perspectives of these codes are discussed in Unit 4, Legal, p. 4.4. B. Record keeping to give evidence of compliance with these codes discussed in Unit 1, Operational Planning, pp. 1.17 and 1.18.	center must fill out showing that the center complies with the codes.	
II. CONDUCT REGULAR INSPECTIONS FOR SAFETY AND PROPER UTILIZATION OF SPACE		
The director must organize the center so that each of the preceding code requirements are satisfied. At the same time, the day-to-day functioning of the center must be conducted in a safe environment. The director must see that the center is maintained in such a manner that children and staff may carry out their daily routines without undue regard for their own safety.	The class as a whole could take a walking tour of a local child care center. As the instructor you should visit the center first to check out safety precautions that you will want to mention. Ask if the director of that center will meet with students to discuss the center's safety program. You may also	

Knowledge/Skills

A safety inspection of the center may be conducted by the director at specified times, but it also may be done on a more casual basis while walking around the building and the playground.

The following suggestions could be used as the beginning of a safety inspection for a child care center. Each director should be encouraged to individualize this list by adding safety issues pertinent to that particular center.

There are specific things that you may look for in a safety inspection.

A. Paper and trash on the center grounds

B. Toys or gross motor equipment that are broken and/or rusty.

C. Broken glass or bottles inside or outside; glass or bottles that could break

D. Accessibility of fire exits and steps

E. Fire and smoke alarms that work

F. Cleaning rags and materials out of reach of children and not near heat or flame

G. Poisonous plants or shrubs within reach of children

Suggested Methods

want to discuss with the director how to handle critical comments from the class.

OR

Show slides that you have taken of the interior and exterior of several centers. Ask class to critique them for safety, appropriate equipment and any of the issues that have been discussed so far in the course.

OR

Divide the class into groups of two or three asking each group to develop a safety checklist. When completed, these should be read or shared with the rest of the class.

Materials

Knowledge/Skills

III. DESIGN AND ALLOCATE SPACE FOR CENTER OPERATIONS (INDOOR AND OUTDOOR)

Determining the use of floor space in a child care center can be a difficult and time-consuming proposition. It can be an indication of the director's desire to adhere to the goals and objectives of the center. For example, an objective might include giving staff break time to use as free time or for professional development, yet the floor plan may not allocate space for either a staff lounge or workroom. The director may designate a temporary staff lounge while studying possible changes in center space allotments.

Center operations may be broken into three components. These would include children, staff and service - each needing definite space.

A. Space and facilities for children

1. Indoor
   a. Is there minimum required space (25 square feet) per child?
   b. Are some shelves and bookcases in centers labeled and open for children to encourage their independence?
   c. Is furniture in the children's rooms arranged to encourage

Suggested Methods

Show the slide/tape and discuss it from the three space perspectives discussed here: children, staff and service

OR

Ask each class member to visit a local child care center and evaluate it on use of space: children, staff and service. The items in the handout may be used as criteria for observation or the student may make up a criteria. Ask for class reports or in some other way have the information shared with the class.

OR

Materials

Projector and cassette tape player, extension cord, slide/tape: Day Care Environment available for loan through DC/TATS Resource library and OCDCL Resource Library. Check Resource List for addresses and phone numbers.

HANDOUT 2A: Checklist: Classroom Organization

Knowledge/Skills	Suggested Methods	Materials
logical traffic flow but discourage running? d. Are there spaces for children to work individually as well as in various size groups? e. Are the classrooms divided into logical working areas or interest centers? Does room arrangement assist children in knowing where art materials and blocks, for example, are to be used and returned? f. Are working areas or centers arranged so that quiet and noisy areas (books and blocks) are not side by side? g. Are the chairs and tables appropriate to the size of the child in the room? h. Are there various textured surfaces available to the children for various activities (rug and pillows in the book center, easy to clean linoleum in the art center)? i. Is a space designated for children with problem behaviors?	Using the blank floor plan, ask small groups of students to design a classroom that has interest areas and typifies a good child care environment. Arrange for these to be shared with the entire class. NOTE: Make sure that students' plans comply with licensing law, i.e., number of toilets, square footage and staff/child ratio. OR Using the Day Care Rating Scale as an observation tool may be beneficial to the students. You might ask students to use part or all of the scale in a local center. Their scoring of the various centers could provide a valuable basis for discussion of the wide variety in child care environments.	HANDOUT 2B: Floor Plan Room Arrangement as a Teaching Strategy (film strip) Day Care Environments (slide/tape). Both available from DC/TATS Resource Library. See Resource List for DC/TATS address. Day Care Rating Scale available for loan through DC/TATS Resource Library and OCDCL Resource Library. See Resource List for addresses.
2. Outdoor a. Is there the minimum required space (75 square feet) of outdoor space per child? b. Is the outdoor area attractive? Are there trees, flowers or shrubs?	After discussion is completed on the space issues, each student could be asked to design a child care center including space for children, staff and service. OR	Inexpensive Additions to Outdoor Equipment by Jeanne Quill, Childhood Resources, Inc., a slide/tape available through OCDCL Resource Library. Check Resource List for address.

Knowledge/Skills	Suggested Methods	Materials
c. Are there a variety of playing surfaces: wood chips, sand, dirt, and grass? d. Do children have easy access to equipment for outdoor play? Is the storage area handy so a teacher may get out equipment and still keep a watchful eye on the playground? Is the storage area arranged so that children may use and return toys and equipment? e. Is permanent playground equipment safe? Is it free of splinters, broken or rusty parts, bees and other stinging insects? f. Is there a variety of gross motor equipment available for the children: wheel toys, climbing and sliding apparatus, balls, etc.? g. Is the outside area fenced or in some other way enclosed to protect children?	The filmstrip and slide/tape material may be used here both to illustrate crucial points and to provide additional information for discussion.	Projector, screen A Small World of Play and Learning (Description of a homemade playground, diagrams for building equipment and designing space). Available through CABLE Resource Library. Refer to Resource List for CABLE address.
B. Space and facilities for staff 1. Do staff members have a place to store personal belongings, preferably closed in or with a lock and key? 2. Is there a space set aside (away from the children) for staff breaks?		

Knowledge/Skills

Suggested Methods

Materials

3. Is there an area available for parent-teacher conferences?

4. Do staff members have their own restroom facilities?

5. Do staff members have a work area where they can do planning and record keeping?

C. Space and facilities for service

1. Is the kitchen area easy to keep clean?

2. Is there easy access from where food is prepared to where it is served?

3. When the loading and unloading areas for children and supplies are the same, is provision made for safe access?

4. Are storage areas for supplies out of reach of children? Are there enough storage cabinets so that boxes and bags are not left in the hall and on the stairs?

5. Is there secured access to heating/cooling equipment, first aid materials, cleanser and detergents, and other supplies harmful to children?

Knowledge/Skills	Suggested Methods	Materials
6. Are electrical outlets protected?		
IV. ARRANGE FOR HOUSEKEEPING, MAINTENANCE AND REPAIR OF FACILITIES		
One of the responsibilities of the director is to keep the child care center clean and running smoothly. This can be a real problem to the director and staff who are not handy with tools and equipment and are on a very tight budget. It can frequently be difficult, even with an adequate budget, to find reliable repair people who are willing to come to the center with little or no notice. Preventive maintenance and adequate housekeeping eliminate some repairs or lengthen the time between others.	Various members of the class may be willing to share their experiences on housekeeping, repair and maintenance. The class discussion could conclude with a chart made by the class showing a variety of options for handling these issues.	Chart paper, easel or tape, markers
A. Housekeeping		HANDOUT 2C: Sample Housekeeping Schedule
1. Is there time allotted to the staff to do some of the cleaning and picking up? Is there money to hire a full or part-time janitor?		
2. If staff are requested or required to do some of the cleaning (emptying trash, sweeping, cleaning bathrooms) are these chores evenly divided and rotated?		
3. Is there money allotted in the budget to hire a custodial service weekly? If not, can the service be hired monthly to do heavy cleaning like stripping and waxing floors?		

Knowledge/Skills	Suggested Methods	Materials
4. Whether custodial services or staff are used, does all staff have input into what housekeeping chores need to be done, and when?		
B. Maintenance and repair of facilities		HANDOUT 2D: Sample Repair and Maintenance Services Form HANDOUT 2E: Sample Repair and Replacement Record HANDOUT 2F: Sample Equipment Maintenance Record
1. If the center has hired a janitor or custodial service, is part of their agreement to do maintenance? Is that specified in the contract?		
2. If there is little or no money budgeted, are there parents or volunteers who are handy and willing to help? Can a few parents do typical maintenance tasks while others are available for emergency calls?		
3. Is there a list of telephone numbers by the phone in case of maintenance or repair emergencies?		
4. Is there a center tool box containing nails, hammer, screws, available for minor repairs? Frequently, minor but immediate repair may prevent larger and more costly maintenance problems.		
5. Are records of repair and replacement of equipment kept? Is there a single staff person to whom repair requests are reported or is problem, date reported, and date		

Knowledge/Skills	Suggested Methods	Materials
problem, date reported, and date reported?		
V. MAINTAIN EQUIPMENT RECORDS AND SUPPLY INVENTORIES		
One of the responsibilities of the center director is to keep the center running smoothly by having adequate equipment and supplies. With a certain amount of organization, this may be a task that is not dreaded.		
This organization would allow the director to easily differentiate between equipment and supplies, maintain equipment inventory records, and keep supply inventories at adequate levels.		
A. Definition of equipment and supplies		
It may be important to distinguish between these two as they should have separate budget line items.		
1. Equipment may be defined merely by its cost. It may also be defined in terms of its life expectancy (whether it is consumable or not)		
2. Supplies are usually consumable items. A price limit may or may not be included.		
B. Equipment inventory The advantage of keeping equipment inventory information is that it may be	In small groups, have students design a card that may be used a an inventory record. Before the groups begin, discuss the	HANDOUT 2G: Sample Equipment Inventory Record

Knowledge/Skills	Suggested Methods	Materials
useful to figure depreciation on large and costly items. It also may contain information useful in case the piece of equipment is stolen. An inventory card should include 1. Name of piece of equipment, 2. Manufacturer, 3. Purchase date and price, 4. Serial number, 5. Depreciation schedule (check with your accountant to determine if you need this information), and 6. Funding source, if applicable.	1. Information that must be included 2. Size of card - easy to access and store	
C. Supply inventory Most centers keep a central supply area. This is convenient but may not be efficient if staff members are not careful to record what needs to be replenished. Having a single person responsible for placing supply orders is beneficial, but each staff person must take the responsibility of notifying that person of shortages. An order list posted on the supply closet door could contain this information:	Using the sample classroom floor plan, Handout 2B, ask the class to discuss supplies the classroom would need. As an assignment or a small group activity, give them a supply budget and catalogs to outfit this room using Handout 2A as a reference. Refer to instructional objectives for specifics.	Provide supply catalogs. Refer to HANDOUT 2A and 2B.

Knowledge/Skills

1. What supply is needed (color, size),
2. Who is ordering it (optional),
3. When the supplies will be ordered,
4. When the supplies should be received, and
5. The person's name in charge of ordering supplies.

VI. EQUIP CENTER

Equipping a center may not be a major responsiblity for a director who takes over an existing center. Yet it is an issue for a director who is interested in refurbishing an existing classroom or starting up a new classroom for a different age group. A new director may not have the same priorities as the previous director and therefore may feel the need to add additional equipment.

The specific types of equipment will not be discussed here. The choice, style and price are at the discretion of the director. However, there are general guidelines that may be considered.

A. What is the priority of need?

   1. Bare essentials - those items that the room or center cannot function

Suggested Methods

A large group discussion might be used to introduce the value and place of equipment in a child care center. Examples of different types of equipment might be discussed using the eight categories (A through H) listed. Then a class assignment may be made.

1. Describe a child care center situation to the class (perhaps re-equipping the three-year-old class or beginning an infant room).
2. State the number and ages of children and number of staff who will use the room.
3. Tell how much money the center budget has allotted

Materials

Equipment catalogs, chart paper, markers

Refer again to HANDOUT 2A.

Knowledge/Skills

without, i.e. tables, chairs, cots, day-to-day supplies

2. Important extras - items that are high on the priority list, e.g., easels

3. Extras - items that are desirable but may be luxury items, e.g., carpeting in the room, a second set of blocks (hollow blocks to complement the unit blocks)

B. How useful is the item?

1. There may be multiple uses for both staff and children, e.g., bookcases for storage or display.

2. The item may have value in encouraging the development of the children, e.g., the bookcase could contain labeled art supplies to encourage self-help and independent working among the children.

C. How suitable is the item?

1. Does the piece of equipment fit the developmental level of the children?

2. Can the item be adapted to several different developmental levels of children?

Suggested Methods

for equipping this room.
4. Discuss what is already available (if anything).
5. Give out catalogs and let small groups work together to equip the room.
6. Evaluate the equipment list developed using Handout 2H.

Materials

HANDOUT 2H: Observation: Equipment As It Relates to Program

Knowledge/Skills	Suggested Methods	Materials
D. How durable is the item?		Refer to HANDOUT 2F.
1. Will it stand wear and tear from constant use by teachers or children?		
2. Is there a maintenance warranty or a repair person available?		
3. Is it weatherproof?		
E. How economical is the item?		
1. Is the price the chief advantage of this item?		
2. Are two less expensive items a bargain over one more expensive one? Does higher (or lower) price necessarily mean an economical choice?		
3. How durable is the item? (see "D" above)		
4. Could a similar item be purchased secondhand or be teachermade?		
F. How safe is the item?		
1. Does the piece of equipment have its own built-in safeguards, e.g., bolts to fasten to the floor? Will it fall over?		

Knowledge/Skills	Suggested Methods	Materials
2. Are there pieces that children can pull off or swallow?		
3. Is the paint or a finish non-toxic?		
4. If there is wiring, is it out of reach of children?		
G. Do teachers and staff prefer this piece of equipment?		
1. Is there another item of higher priority?		
2. Will it be used enough to justify the cost?		
H. Is the item attractive?		
1. Are the colors pleasing and inviting?		
2. If there is little cost differential, is a brighter or more cheerful item a better deal?		
3. If the item is secondhand, can paint and a little attention make a first-rate piece of equipment?		

CLASSROOM ORGANIZATION

CHECKLIST OF ARRANGEMENT, EQUIPMENT AND QUESTIONS TO EVALUATE ACTIVITY AREAS

The checklist below can be used as you plan, evaluate and change equipment and room arrangement during the year.

READING

ARRANGEMENT

___Quiet Area
___Well-defined Area
___Books attractively displayed
___Books changed periodically

EQUIPMENT

___Eye-level display shelves
___Books at appropriate age level
___Adequate number of books (minimum 1 per child)
___Carpeting, pillows, or chairs for seating
___Books display all aspects of human potential without drawing sexist or racial labels

QUESTIONS

___Are there arrangements for seating?
___Is the area removed from the mainstream of activity and noise?
___Are the books chosen to respond to children's familiar experiences and life styles?

BLOCK AREA

ARRANGEMENT

___Well-defined area
___Area is out of traffic pattern
___Arranged for expansion
___Large enough to hold unit block shelves and accessories

EQUIPMENT

___Variety of blocks, e. g., unit, hollow, table, cardboard
___Open storage shelves for unit blocks
___Silhouettes showing outline of blocks
___Accessories, e. g., wheel, toys, miniature animals or people, pulleys

This material was used verbatim from the North North Carolina Training Center for Infant-Toddler Care, The University of North Carolina at Greensboro.

CLASSROOM ORGANIZATION

QUESTIONS

___Are blocks accessible and easily returned to the storage shelves?
___Is there adequate room for large group activities?
___Does the area provide space for spontaneous activities?
___Is there a rotation of block accessories?

ART AREA

ARRANGEMENT

___Near sink or other water source
___Away from heavy traffic
___Nearby table for cutting, pasting, fingerpaint, etc.
___Provision for eye-level display of children's art work
___Area for three-dimensional work, e. g., table top, box

EQUIPMENT

___Paint, easels, commercial or homemade, e. g., boxes, refrigerator door, piece of plywood, etc.
___Facility for drying
___Art materials (brushes, tape, yarn, pipe cleaners, paint, paint holders, scissors, glue, paste, colored chalk, various sized paper, cloth scraps)
___Storage for art materials, boxes, plastic buckets used to arrange materials

QUESTIONS

___Is the area set up near a sink or water supply?
___Is there a large table for art experiences?
___Are materials easily accessible and returnable?
___Do you have a place for drying pictures and space to display some pictures?
___Are children encouraged to use materials independently?
___Does the floor need to be covered with shower curtain to prevent damage from spills?
___Are the activities planned appropriate for the developmental age?

CONCEPT FORMATION (SCIENCE)

ARRANGEMENT

___Easily noticed location
___Eye-level display
___Clear objective (concept)

CLASSROOM ORGANIZATION

EQUIPMENT

___Small table of shelf
___Eye-level wall display

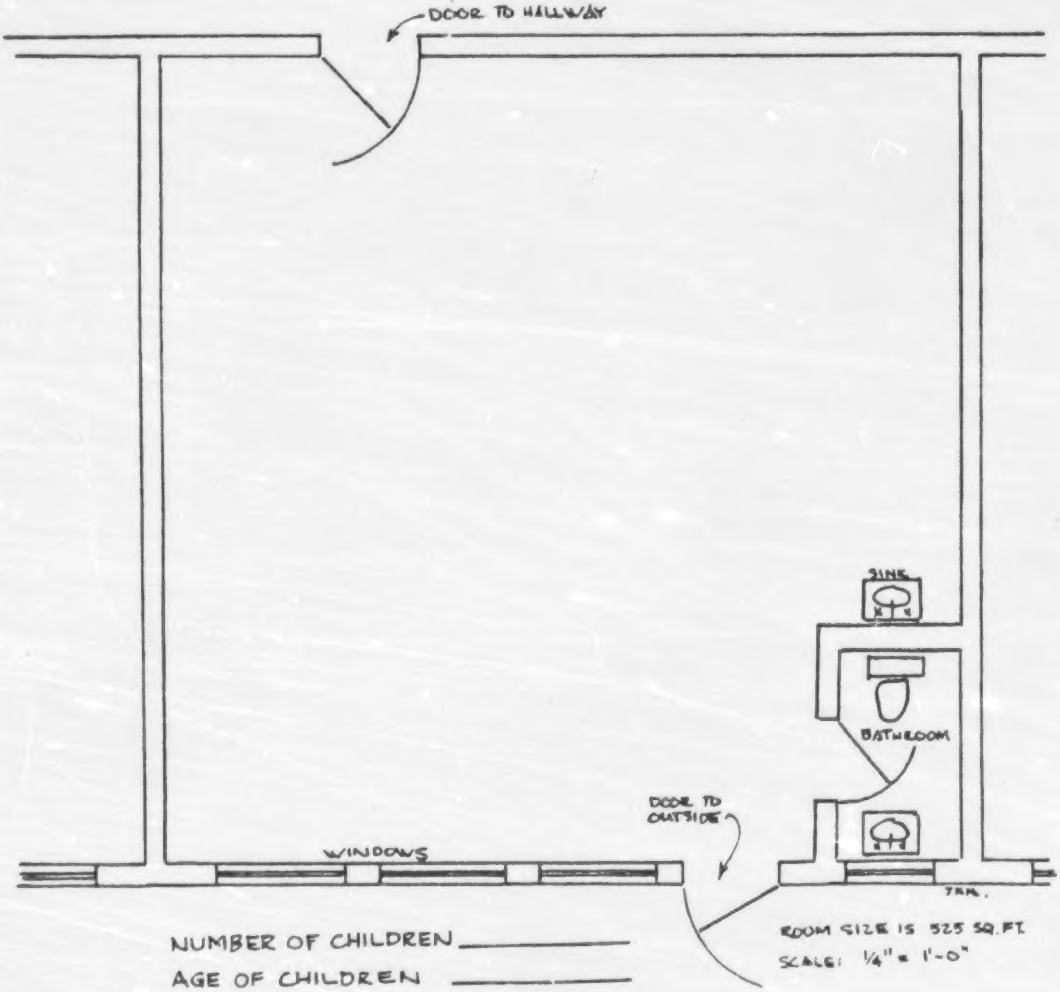
QUESTIONS

___Can the children see and feel the things you want them to explore?
___Is it placed where they will notice it?
___Have you planned the concept in relation to the other things in the room?

DRAMATIC PLAY AREA

___Well defined area
___Large enough for a number of children and equipment
___Area removed from other quiet area, e. g., reading and listening centers.

ROOM PLAN


DOOR TO HALLWAY
SINK
BATHROOM
DOOR TO OUTSIDE
WINDOWS
TRM.
ROOM SIZE IS 525 SQ. FT.
SCALE: 1/4" = 1'-0"

NUMBER OF CHILDREN ____________

AGE OF CHILDREN ____________

NUMBER OF STAFF ____________

PREPARED BY JOHN R. McADAMS

HANDOUT 2C

SAMPLE HOUSEKEEPING SCHEDULE

HOUSEKEEPING SCHEDULE

Task	Daily	Weekly	Twice Weekly	Monthly	Comments
Bathrooms					
Toilets sanitized	x				
Washbowls cleaned	x				
Floor mopped	x				
Mirrors cleaned			x		
Towels refilled					As needed
Walls wiped				x	
Classrooms					
Floors wet mopped	x				
Floors waxed				x	
Carpets vacuumed			x		
Wastebaskets					
Emptied	x				
Washed			x		
Windows washed				x	
Stove cleaned				x	
Refrigerator					
Cleaned			x		
Defrosted				x	
Hallways					
Vacuumed		x			
Offices					
Vacuumed		x			
Dusted		x			

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SAMPLE REPAIR AND MAINTENANCE SERVICES FORM

REPAIR AND MAINTENANCE SERVICES

Name	Address	Telephone	Rate	Comments
Plumbing				
Carpentry				
Painting				
Paving				
Roofing				
Electrical				
Gardening				
General Repairs				
Other				

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SAMPLE REPAIR AND REPLACEMENT RECORD

REPAIR AND REPLACEMENT RECORD

Item	Repair	Replace	Repaint	Date Requested	Date Completed
Classrooms					
Tables					
Chairs					
Shelves					
Book cabinet					
Hollow blocks					
Floor blocks					
Record player					
Sand table					
Play Yard					
Swings					
Sandbox					
Sand					
Wheel toys					
Planks					
Boxes					
Jungle gym					
Playhouse					
Storage					
Office					
Typewriter					
Duplicator					
Adding machine					
Paper cutter					
Desk					
Chairs					
Bookshelf					
Grounds					
Driveway					
Parking lot					
Walks					
Garden					
Lawn					
Other					

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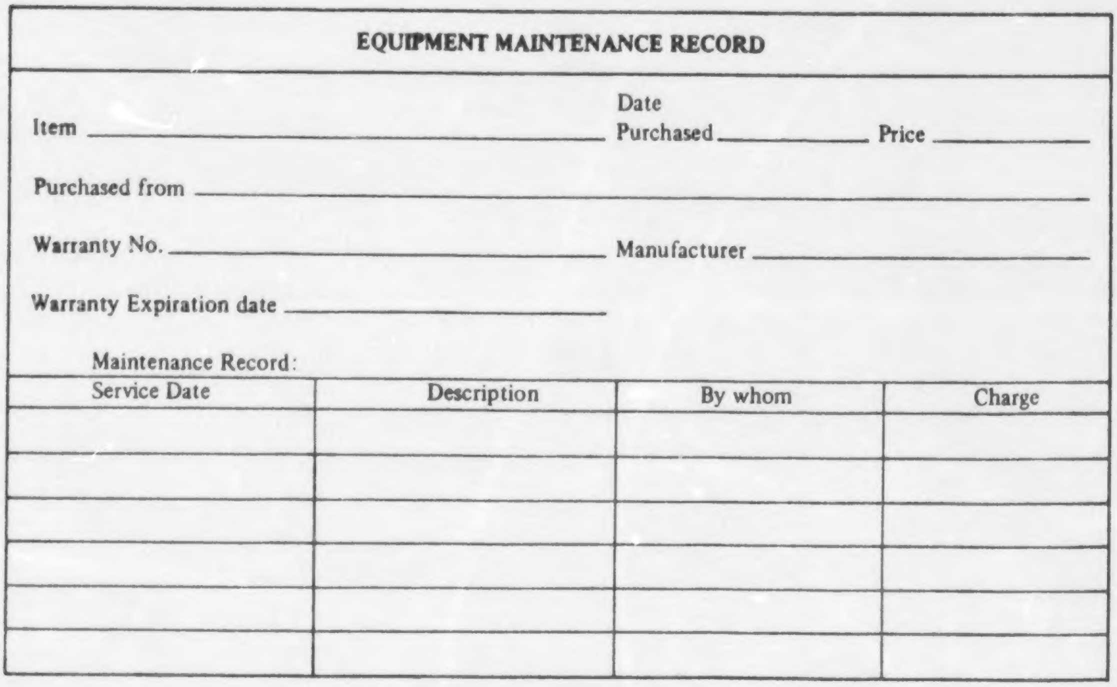
SAMPLE EQUIPMENT MAINTENANCE RECORD



EQUIPMENT MAINTENANCE RECORD

Item ______________________ Date Purchased __________ Price __________

Purchased from ______________________________________

Warranty No. ______________________ Manufacturer ______________________

Warranty Expiration date ______________________

Maintenance Record:

Service Date	Description	By whom	Charge

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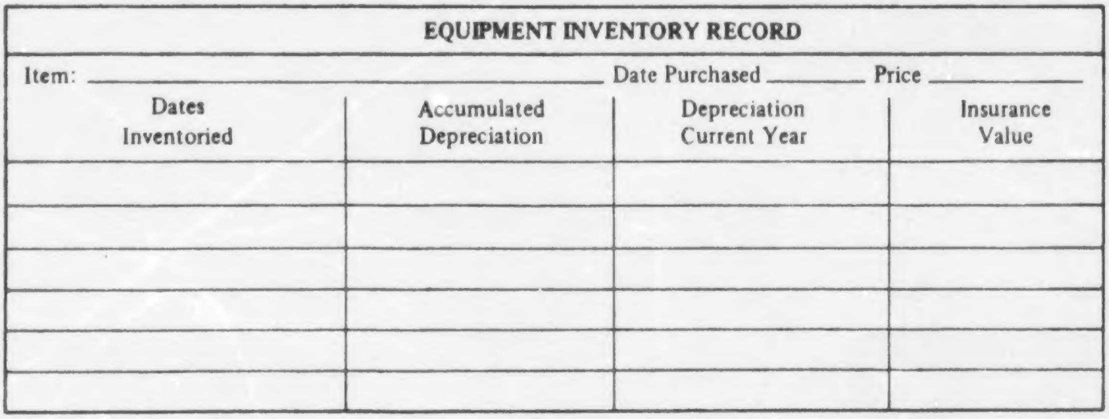
SAMPLE EQUIPMENT INVENTORY RECORD



EQUIPMENT INVENTORY RECORD

Item: ______________________ Date Purchased ________ Price ________

Dates Inventoried	Accumulated Depreciation	Depreciation Current Year	Insurance Value

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OBSERVATION: EQUIPMENT AS IT RELATES TO PROGRAM

DIRECTIONS: Use the following Equipment/Program as an observation tool for your own classroom. Choose an "Equipment" area of your class, then watch closely for a day as children play in that area to see which "Program" objectives are carried out.

EQUIPMENT PROGRAM

Housekeeping

____Family life concepts and roles
____Acting out uncertainties and problems
____Reinforcing family roles
____Acting out feelings about the world
____"Give and take"
____Problem solving
____Socialization

Blocks

____Balance and symmetry
____Concept of whole, half, quarter, etc.
____Concept of shapes
____Imagination
____Relate experiences to own life
____Cooperative ideas
____Working together with others, give and take of ideas and division of labor
____Proper use of equipment (no throwing!)
____Problem solving

Reprinted with permission from "Observation: Equipment as it Relates to Program" by M. Thompson, which appeared in Your Day Care Staff: Helping Them Grow and Develop - An Orientation Manual, published by the Frank Porter Graham Child Development Center, the University of North Carolina at Chapel Hill.

OBSERVATION: EQUIPMENT AS IT RELATES TO PROGRAM - Continued

EQUIPMENT	PROGRAM
Books	____Love of books - reading is fun ____Develop listening skills (important for learning to read later on) ____Concept of "words on page make story" ____Follow idea to conclusion ____Concept of thinking in sequence (if this happens, what happens next) ____Orderly thinking (why be a "fuzzy" thinker, or think in "circles"?) ____Information - widen horizons, develop new interests ____Find answers to questions - (research - children love to use the word, too) (What makes it rain? Let's look it up in the book and find out.) ____Dramatics (children love to act out stories and "pretend") ____Poetry - sounds of rhyming words, rhythm, beat
Picture Books and Pictures	____Relates one thing to another (who is this? what is that? what is he doing? why do you think he's doing that? what do you think he'll do next?) What is different here? What is the same? What color is the ball? How many cats in the picture? ____Learns to take turns in group ____Teach child to see, think, question
Puppets	____Imagination ____Language development ____Prop to develop self-confidence in expressing himself before group ____Word games (great way to help with speech problems--focus is on puppet, not child) ____ Orderly thinking ____Story telling ____Self-expression (acting out what is important to child without having to "take the rap" for what he feels) ____Creative Arts and Crafts (cutting, pasting, painting, etc., manipulating media)

EQUIPMENT AS IT RELATES TO PROGRAM - Continued

EQUIPMENT	PROGRAM
Art Painting	____Sheer joy and satisfaction of "doing"
	____Experiments with media
	____Manipulation of large brush (helps later in learning to manipulate pencil in writing)
	____Scribbles (first real important step)
	____Fills page with color
	____Mixes one color with another (changes color - new concept - science concept - help the children explore it)
	____Express feelings
	____Express concept of life (what's important to child)
Modeling Compounds	____Great as tension reliever (pound, push, pull, poke, etc.)
	____Self expression
	____Self satisfaction ("look what I made!")
	____Science concepts (dries, becomes hard, etc.)
	____Texture
Collage	____Cutting, pasting, manipulation
	____Muscle dexterity (small muscles)
	____Space and balance concepts
	____Color, texture, shapes
	____Satisfaction
	____Self-esteem ("I made it!)
Music and Rhythms	____Fun, enjoyment
	____Love of music
	____"Listening skills"
	____Expression of feelings
	____Sense of rhythm
	____"Group membership"
	____Cooperation with peers
	____Interpretation of ideas (free rhythmatic expression)
	____New words
	____New ideas
	____"Ear for sounds" (pitch, tone, etc.)
	____Good speech therapy

EQUIPMENT AS IT RELATES TO PROGRAM - Continued

EQUIPMENT	PROGRAM
Manipulative Toys	____Problem solving ____Muscle dexterity (ability to work with hands) ____Imagination ____Self-expression (some types) ____Relationships of size, color, shapes ____Relationship of parts of whole
Science	____Explore the world around him ____Understanding his world ____Develops curiosity ____Inquisitive mind ("What is it?" "How is it made?" "What does it do?" "How does it work?" "What happens?" "Why?" "How?" "Is it alive?" "Was it ever alive?" "Does it grow?" etc.) ____Exploring to seek answers ____Information ____Questions (does it have to be this way?)
Open Low Storage Shelves	____Independence ____Choice of activity (decision making) ____Respect for property (free to use equipment; must put it away properly when finished) ____Responsibility (you used it and enjoyed it, and must put it away when finished) ____Taking turns (when he's finished with the toy, I may take it)
Outdoor Equipment	____Large muscle development ____Exuberance - zestful living ____Emotional release ____Imagination ____Physical tension release (letting off steam) ____Dramatics ____Socialization ____Cooperation ____Development of body skills ____Self-confidence

This material was written by M. Thompson, Day Care Consultant, NC Department of Social Service, 1969.

UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

2. Type of course offering

_____a. Continuing education course

_____b. Curriculum course (specify curriculum)________________
____

_____c. Workshop

_____d. Other (please explain)________________
____

3. How many instructional hours (hours in class) did it take to present unit?________________

4. Please comment on the following components of the course.
   a. Job Tasks -
   Are they accurate, realistic and clearly stated?____________
   ____
   Would you add or delete any?______Which ones?____________
   ____

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated?______________

Did you use them?______________

Would you add or delete any?_____ Which ones?______________

c. Knowledge/Skills -
Is the content accurate and clearly stated?______________

d. Suggested Methods -
Did you use these teaching methods?______________

Were they successful?______________
List other methods that you used that were successful______________

e. Materials -
Were the handouts and resources suggested useful?______________

Was there enough supplementary material given?______________

5. What type of agency or institution offered this course?

_____ a. Community/Technical college
_____ b. Other (please specify)______________

6. Other comments and suggestions.______________

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT THREE: FINANCIAL MANAGEMENT

Job Tasks		Page	Handouts
I.	Prepare the budget	3.2	3A, 3B, 3C, 3D, 3E, 3F, 3G 3H
II.	Pay bills, salaries, and taxes, i.e., bookkeeping	3.11	3I, 3J, 3K, 3L, 3M, 3N 3N, 3O, 3P, 3Q, 3R, 3S
III.	Collect fees	3.15	3T
IV.	Prepare reports	3.17	3U
V.	Arrange for insurance for children, staff, building, vehicles	3.18	3V
VI.	Raise funds	3.21	3W, 3X, 3Y, 3Z

Instructional Performance Objectives

Can identify child care center goals that impact on financial management
Can identify information needed to prepare a budget
Can prepare a budget for a nonprofit center
Can prepare a budget for a for-profit center
Can establish fees based on proposed budget
Can identify and use forms to establish and maintain a bookkeeping system
Can write policies and procedures for collection of fees
Can list necessary financial reports, due dates and to whom submitted
Can identify types of insurance needed for program operation
Can identify sources for funding (cash and in-kind) other than fees

Knowledge/Skills	Suggested Methods	Materials
It is very easy for a discussion of the financial management of a child care center to concentrate on the dollars involved in running that center successfully. Much of the focus of this module is from that perspective. However, it must be noted that sound financial management should stem from the basic philosophy of the particular center. This philosophy should be explained in the goals and objectives of the center and the plans and dreams that result from this foundation. Writing goals and objectives are not within the scope of this course. However, that should not be interpreted to mean a sound philosophy is not critical to each center. Considering goals and objectives, prioritizing them, and then deciding the dollars it will take to achieve them is a solid framework for budget planning.	Lead a discussion centered around the idea of what financial management is and what the essentials for successful financial management are. Record ideas of the class. Try to elicit the idea that goals and objectives and planning come before money and discussion.	Chart paper, magic markers See "Day Care As A Small Business" section in the bibliography for materials available from the U. S. Small Business Administration.
I. PREPARE THE BUDGET		
The budget may be defined as a working financial plan. It includes all aspects of the services and programs of the child care center expressed in terms of money. There are two different types of budgets: the start-up budget and the operating budget.	Discussion. Begin with questions to the class to find out their budgeting and money handling experience. 1. Do you handle money affairs at home? 2. Have you planned a budget for your center? 3. Who helped you? 4. Is it something you look forward to or dread?	HANDOUT 3A: Glossary of Financial Terms

Knowledge/Skills	Suggested Methods	Materials
	You might want to follow this discussion with a lecture on the kinds of budgets. Be sure to utilize the experience of anyone in the class who has had first hand experience.	

A. What is a start-up budget?

The start-up budget includes all expenses incurred in starting a center or expanding a center by adding children. This kind of budgeting is not within the scope of this course, but reference materials may be found in the bibliography.

B. What is an operating budget?

The operating budget is a yearly plan for the income and expenses of a center. It is based on a year that may be a designated fiscal year (i.e., Sept. 1 to August 31) or a calendar year (Jan. 1 to Dec. 31).

1. Who prepares the operating budget? The budget is usually prepared by one or a combination of the following:
   a. A finance committee representing the board of directors whose input is usually directed toward general preparation and implementation of the budget;

Knowledge/Skills	Suggested Methods	Materials
b. Representatives of center staff who would have initial input into pre-budget discussion of goals, services to be offered and programs to be included; and c. The director who usually has responsibility for continuing to operate the center successfully. The director's role includes making sure all aspects of center operation are mentioned in the budget and that various programs and goals of the center are fairly represented.		
2. What is included in a typical operating budget? There are two main parts of a typical operating budget: income and expenses. These two should equal each other on the completed budget in a non-profit center. If additional expenses are incurred, then income must increase by that amount. a. Income The income portion of the budget includes all expected income for the length of time the budget covers. In some cases, it may be necessary to make estimates as in pledges from United Way. Sources of income may include	Using the handouts as examples, discuss the parts of the budget, what is included and why. The entire budgeting process might seem more realistic if at this point you were to begin a discussion of an imaginary center with several staff members, a director and a specific number of children. The class members may want to name the center. This example could then be used throughout this unit as forms are filled out and financial matters discussed. As the class leader, you might bring in actual budget figures that you have worked with. The main objective is to	HANDOUT 3B: Sample Budget HANDOUT 3C: Suggested Budget Outline

Knowledge/Skills	Suggested Methods	Materials
(1) Funds from department of social services; (2) Tuition and fees, usually based on annual enrollment of 90%; (3) In-kind contributions are those in which money is exchanged, as in a church offering their space for a weekday center or a volunteer's time;	keep the class interested, and to allay the anxiety that many people feel about financial matters by giving them first-hand, positive experience at budgeting and fee setting.	
(4) USDA Food Program; (5) Gifts, contributions and fund raising; and (6) Loans received.		Refer to the Resource List for address and phone number of the USDA Food Program.
b. Expenditures The expense portion of the budget should include any item or category of items on which funds will be spent during the budget year. (1) Salaries;		
(2) Fringe benefits may or may not be included under personnel salaries and are usually estimated at 12 - 15% of salaries;	You may want to consult with local child care providers to determine customary percentages of fringe benefits estimated for the local area.	
(3) Supplies; (4) Equipment, furniture, vehicles; (5) Rent for space, maintenance and utilities;		

Knowledge/Skills	Suggested Methods	Materials
(6) Insurance; (7) Special fees, contract services and consultants; (8) Food service; (9) Transportation; (10) Loan repayment with interest; (11) Value of in-kind contribution and (12) Miscellaneous		
3. What are budget justifications? A budget justification is an explanation for any item that may not be readily understood, for any unusual amount of money or for any different calculations that may have been used to come up with the final budget figures. These budget justifications accompany the budget during review and auditing and usually show the planning and forethought that went into the budget preparation.	If you do plan a budget for a hypothetical center, you might want to divide into small groups to write a budget justification for various line items.	
4. After the budget is approved, what are the critical points in implementing the budget? Planning and getting the budget approved are initial steps in the yearly budget cycle. In order to stay within budget expectations, the following good management practices should be considered. a. Limit the responsibility for purchasing materials and	You might ask a class member who has had budgeting experience to lead a class discussion on "Implementing the Budget." Be sure that elements of good management are included in the discussion. Use accompanying handouts and bring out points of emphasis and for further discussion.	HANDOUT 3D: Sample Monthly Financial Report Form HANDOUT 3E: Financial Management Assessment Guide

Knowledge/Skills	Suggested Methods	Materials
supplies to one person to avoid duplication of effort and orders. b. Limit the disbursement of money to one person. c. Make sure all staff members involved with purchasing or disbursement are familiar with the budget.		HANDOUT 3F: Director's Bookshelf: Financial Management Resources
d. Rely on a monthly statement to show income and expenditures. This should show year-to-date figures, so that there are no budgetary surprises halfway through the year. Having monthly figures will also facilitate preparing the annual budget. e. Watch closely for over or underspending. Either could indicate potential problems.	Using the handout, discuss the effect that declining enrollment can have on a budget, especially over an extended period such as a year.	HANDOUT 3G: Effect of Declining Enrollment on Budget
5. How is budgeting for a nonprofit center different? All of the budget information above is appropriate to both types of centers except for one item: income and expenses must be equal in a break even nonprofit center. In a for-profit center, ideally income should exceed expenses. The difference in income less expenses is the owner's profit. The anticipated size of this profit may in	If there are representatives in the class of both types of centers, begin a discussion with "What are the differences in budgeting between the two?" If not, try to make sure that both types are represented. Use the sample budget to show examples of the kinds of charges a for-profit center would show. Use Handout 3E as a basis for discussion in the differences.	Handout 3H: Projected Budget for Profit Center

Knowledge/Skills	Suggested Methods	Materials
turn affect other expense items. For example, if the planned profit is lower than expected, income may be increased by adding children or expenses may decrease by reducing a budget line item. Either of these procedures by itself would have the effect of increasing profit. The margin of profit that a center operator is interested in may be influenced by not only the amount of income that is expected, but also by the amount of risk that the operator incurs and the return received on the investment. It probably would be valuable to a for-profit owner to anticipate this income and evaluate this risk with both an accountant and another small business owner prior to completing the budget planning.		
C. How are fees established? 1. There are general guidelines that are usually used by most centers. a. The amount that is reasonable based on the type of program that parents receive	A guest speaker from a local center, or two speakers, one from each of profit and nonprofit centers, could be invited to class to discuss how they established fees.	
b. The amount necessary to pay the quality of staff desired by that individual center	Afterwards, the class could be divided into small groups to	Chart paper, magic markers

Knowledge/Skills	Suggested Methods	Materials
c. The amount that other centers in the community are charging	actually develop their own philosophy and method of setting fees for the center. Each group should record the process and product to come back to the class to discuss.	
2. Fees may be set using several different approaches. Some center directors may choose to use a combination of several or all methods. Usually, the first step, regardless of method, is to determine what the community can afford to pay for child care. Then the decision should be made whether fees will be the single source of income or if there will be others. Based on this information, the following approaches may be used to determine fees. a. Family income may be used as an estimator. Ten percent (10%) can be used to estimate what a family may be willing to pay. Therefore a family who earns \$20,000 may be willing to pay \$2,000 for child care. It should be noted that families of 4 earning less than half the median income will only be able to pay token amounts for child care.		

Knowledge/Skills — Suggested Methods — Materials

b. Setting fees based on similar services may be a competitive way to set fees. Other similar centers in the same geographical vicinity may charge comparable amounts. The caution to the director should be in the term "similar centers." To determine if another center is similar would involve knowing the expenses and income sources for that center, not that the resulting program appears to be similar.

c. The cost per child per year may be used as a basis for determining fees. A formula that could be used as a rough estimate on how to determine that cost is shown below.

$$\frac{\text{the annual salary of 1 teacher}}{\text{number of children per staff member}} \times 3 = \text{cost/child/year}$$

(Therefore, a center paying teachers $10,000 to be responsible for 6 children needs an income of $5,001 per child per year.)

d. A sliding scale is based on parents who can afford to pay full fee, while parents with less income pay a small proportion of their child's day care.

Knowledge/Skills	Suggested Methods	Materials
1. When the order comes in, the bill of lading is attached to a copy of the requisition. Later a copy or stub of the check may be attached showing a completed transaction: ordering, delivery and payment.		HANDOUT 3K: Disbursement Request HANDOUT 3L: Check With Stub
2. If the material order is equipment then it should be added to the equipment-on-hand record. This record is a handy way to keep track of inventory, record depreciation for tax purposes, and makes accounting to the board of directors for location of center assets a much easier job.		HANDOUT 3M: Inventory Record
3. An expenditures record allows all expenditures to be summarized in one location. This summary statement could include the date, item, check number, amount and which account each transaction involved. Having this report up to date is the logical step leading to the monthly summary financial form.		Refer to HANDOUT 3D.
B. Expenses dealing with personnel have as their end product each employee's salary check. The record keeping leading to and verifying the amount of that check may include the following:		

Knowledge/Skills	Suggested Methods	Materials
1. A contract or notification of employment status that lists the employee's agreed upon salary and in addition provides a record of salary changes;		HANDOUT 3N: Notification of Employment Status
2. Leave accumulation form on which is recorded the amount of leave (sick, annual, other) taken and whether the leave was taken with or without pay;		HANDOUT 3O: Leave Accumulation Sheet
3. Request for reimbursement of approved travel and other job-related expenses that a particular employee may have incurred (These expenses may be included with the person's salary in one check, but more usually are taken from a different account and are drawn with a separate check.); and		HANDOUT 3P: Request for Reimbursement
4. In some centers a payroll signature sheet signed by the employee certifying that the check was received.		HANDOUT 3Q: Payroll Signature Sheet
C. Tuition and registration fees may be collected either in cash or by check.		
1. Checks may be accumulated over a few days and then posted to each child's individual account. This account may be kept on an individual ledger sheet.		

Knowledge/Skills	Suggested Methods	Materials
2. Cash may be accepted and two receipts issued (one to the parent, one for school records). This payment should then be recorded on the individual ledger sheet.		
3. A summary form called cash receipts records is then used to record both cash and checks. This form is another logical step leading to the monthly summary financial form.		Refer to HANDOUT 3D.
4. Deposits of tuition and fees are made to the center account. A bankbook is usually kept as a record of deposits.		
D. Taxes in some form must be paid by all child care centers. These must be paid monthly or quarterly.		HANDOUT 3R: Payroll Tax Liabilities for Day Care
1. For-profit centers must withhold from employees each payroll period a. Federal withholding taxes b. State withholding taxes c. FICA		Refer to the following HANDOUT 1D: Insuring Your Program: Employee Taxes and Benefits
2. For-profit centers must pay a. Federal Unemployment Tax b. North Carolina Unemployment Tax		HANDOUT 1E: A Simplistic Review of Insurance Needed by Day Care Centers
3. Nonprofit tax exempt centers must withhold from employees each payroll period a. Federal withholding taxes b. State withholding taxes		HANDOUT 1F: Employees: Are You Having the Right Amount of Federal Tax Withheld?

Knowledge/Skills	Suggested Methods	Materials
There are tables available from area Day Care Specialists showing suggested rates for families with various incomes with different numbers of children.		
II. PAY BILLS, SALARIES, AND TAXES, i.e., BOOKKEEPING.		
A successful bookkeeping system is one in which at the end of each month it is possible to document the money received and spent.	Consider a lecture utilizing an accounting teacher from the local community college or technical school to discuss basic bookkeeping practices. OR Lead a lecture/discussion using handouts as a packet of practice materials to fill out and discuss. If you have used the idea of setting up a hypothetical center that idea could readily be continued here.	
A. In purchasing goods and services, most centers use neither a requisition or purchase order. However, the use of such a system is recommended. If a formal requisition or purchase order is used, an authorized person must sign the purchase orders. Having a single person who is authorized is one way to control expenditures and eliminate duplicate ordering.		HANDOUT 3I: Purchase Order HANDOUT 3J: Purchase Requisition

Knowledge/Skills	Suggested Methods	Materials
4. Nonprofit tax exempt centers must pay N. C. Unemployment Tax.		
III. COLLECT FEES		
The collection of fees may be a time consuming job. Having a few collection policies determined ahead of time (or at least notifying parents of those policies when they are established) may facilitate the collection process and save considerable staff administration time.	After a brief discussion of the ideas involved in collecting fees, divide the class into small groups with each being assigned to review the handout then develop their own fee collection procedures. These could be put on chart paper for easy sharing.	HANDOUT 3T: Money Management Tools - Fee Collection Procedures Chart paper, magic markers
A. What policies and procedures are important?		
1. A schedule when payments are due needs to be established. If payment is weekly, then a specific day of the week should be designated. If payments are monthly, then the collection period may extend over the last five days or week of the month.		
2. A procedure should be discussed about what to do in hardship cases. It may be to the advantage of the center not to publish a blanket policy for these cases but rather to decide upon a range of possible actions should this occasion arise.		

Knowledge/Skills	Suggested Methods	Materials
3. Recording of fees should be done in a numbered receipt book with carbon copies - the original is given to the parent, the carbon copy kept to cross check with other attendance and for records. Be sure to include time period or dates covered by the fees. The deposit slip for the bank should list the individual family names along with the amount that has been paid.		
B. What problems should be anticipated?	Have class members divide into small groups and role play several potential problems. Follow up these role plays with a discussion on ways to avoid these problems.	
1. Late fees should be determined. These may include a penalty for late payment or a charge for being late picking up a child.		
2. A parent's check may be returned to the center by the bank indicating that the parent has insufficient funds to cover the check. In this case, the policy may allow sending the check to the bank one more time with no penalty to the parent or the parent may be asked to come to the center and make the check good. A parent who repeatedly writes bad checks may be asked to pay in cash.		
3. Discount for early payments: this may be set up as an incentive to parents.		

Knowledge/Skills	Suggested Methods	Materials
IV. PREPARE REPORTS		
A constant concern for many administrators is preparing and filing reports. One approach to this problem is to make a list of all reports that are due and use it as a checklist for upcoming reports. It might also be helpful to compare checklists with another center director to make sure that no report of importance was omitted and a penalty therefore incurred.	A lecture or discussion led by a current center director may be enlightening. It could focus not only on what forms are necessary and how, as administrators, time for reports is allocated, but also on a specific organizational style that facilitates the "report hassle." If you do have a center director visit, be sure to meet first to review the material you want covered and make sure the director is the kind of director who models the organization you want discussed.	
A. What financial reports need to be prepared?		
1. Reports to boards and other agencies may not be required on a monthly basis, but usually are required annually (and in some cases quarterly). The frequency of the financial reports is up to the discretion of the board with their governing by-laws or the contract agreements of the funding agencies. Maintaining a monthly financial report, while it may not contain all of the information asked for in these reports, certainly is one way to stay abreast of the center's financial standing.		

Knowledge/Skills	Suggested Methods	Materials
2. Federal and state financial reports are usually the most tedious to prepare; however, they are the most critical to the center's continued successful operation. The deadlines are usually not negotiable and the fines for failure to comply may be costly to a center's budget that is already stretched. The handout accompanying this section lists not only the particular forms due to the state and federal agencies but also helpful brochures. One reminder should be made here about the value of a CPA or tax specialist. The training and insight of either of these in assisting a center director to do taxes is important. It is also possible to take the center's financial records to an accountant who will do all of the work. A word of caution here: accountants usually charge by the hour, so all of the payroll summary and monthly financial reports that can be furnished are actually saving the center money.		HANDOUT 3U: Meeting Tax and Other Government Obligations
V. ARRANGE FOR INSURANCE FOR CHILDREN, STAFF, BUILDING, VEHICLE		
Every child care center operator may be aware of the need for insurance. But the variety of decisions involved in buying	Because insurance is both a specialized and technical field, having an outside speaker may be	HANDOUT 3V: Insuring Your Program: How to Buy Insurance

Knowledge/Skills

insurance (what kind? how much? is it worth the risk not to insure?) may be overwhelming. The following information should be brought to the attention of a center director so that decisions can be made about insurance.

A. What general information is necessary to buy insurance?

1. The cost of insurance must be weighed against replacement and/or renovation costs that might occur from fire, theft, etc.

2. Shopping around is worth the time. Compare cost and coverage from various agencies. The insurance business is competitive. Ask several insurance brokers for bids. Make sure the terms of the insurance contract are understood.

3. Does one need an insurance agent or broker? Check with other child

Suggested Methods

very helpful to you and to the class. Sources for speakers might include a practicing insurance agent or broker, the person teaching insurance at the local community college or technical school, and/or a center director who could talk about a personal experience in researching and choosing different types of insurance. Make sure the outside speaker has access ahead of time to all the handouts available to the class, so that discussion and questions can come from mutually available information.

Materials

Knowledge/Skills | Suggested Methods | Materials

care centers to find out about their insurance. Also ask the insurance salesperson if they have had experience with child care centers.

B. What are the general types of insurance from which the center director has to choose?

Refer to HANDOUT 1E: A Simplistic Review of Insurance Needed by Day Care Centers.

1. Insurance coverage that is usually required of a center
   a. Liability (See Unit 4, Legal, pp. 4.16-4.19.)
   b. Vehicle insurance to cover children either transported in a center vehicle or the personal car of a staff member
   c. Blanket fidelity bonding to insure whoever handles money in the center against embezzlement
   d. Workers' Compensation (determined by the number of the staff and/or the amount of the payroll). This requires an employer to be liable for providing a safe place to work, competent employees, safe tools, and for warning employees of existing dangers.
   e. Unemployment insurance

2. Optional insurance that may be regarded as employee benefits

Knowledge/Skills	Suggested Methods	Materials
a. Health insurance which may cover either hospital, surgical and medical, or major medical expenses		
b. Life insurance, disability, dental insurance and pension		
VI. RAISE FUNDS		
Financial management is based on the assumption that the child care center has money to manage. Many centers find that getting some money is not a problem, but they never have quite enough. Others seem to be able to refurnish a classroom each year *and* buy new playground equipment. The difference may be in the variety of funding sources the centers utilize.	A group discussion may be interesting on this topic. Everyone has probably been involved in some type of fundraising, if not at work, for their church, scouts or other civic or social group. Ideas may be elicited and listed as a large group or small groups may come up with their own fundraising ideas.	Chart paper, magic markers
	Lecture: a brief review of the variety of funds available would be appropriate.	
	OR	HANDOUT 3W: Sources of Funds for Child Care Programs
	A visit from a center director who has been particularly successful in raising funds.	
A. What is the primary source of funds in most centers?		

Knowledge/Skills	Suggested Methods	Materials
The tuition and fees paid by the children's families are usually the main income of the center. Establishing these funds has been discussed on pp. 3.8-3.11. These fees may provide income for the center to cover its monthly cost; they may or may not provide for the extras or the unexpected.		
B. What are other sources of funding? 1. Public sources of funding vary with the amount of federal, state and/or local money that is available. The handout accompanying this section has a list of public sources of funds. (Instructors need to contact the publisher to determine the date of the current edition.) 2. Private sources a. United Way funds are available to voluntary agencies that meet the United Way funding criteria. This may include awards to local child care organizations, individual child care centers, or in some rare cases, directly to families in particular child care centers. b. Business and industry may choose to fund child care by beginning their own child care		HANDOUT 3X: Contacts for Additional Information

Knowledge/Skills	Suggested Methods	Materials
centers, providing scholarships to particular centers, or providing vouchers that employees may use in any child care center of the parents' choice. c. Soliciting from foundations and individuals for individual scholarships or donations may be effective, particularly if the individual or foundation has shown a past interest in children's programs or child care.		
3. Center fundraising events are frequently successful not only in increasing money available for specific programs but also in increasing community, staff and parent involvement in center activities. It is frequently difficult to stir up interest in contributions to the general operating expenses, while the need for new playground equipment is very tangible and visible to the entire community.		HANDOUT 3Y: Raising Funds HANDOUT 3Z: Director's Fundraising Hints

GLOSSARY OF FINANCIAL TERMS

ACCOUNT - A formal record of the debits and credits relating to the person named (or caption placed) at the head of the ledger account. *She opened an account at the bank.*

ACCOUNT NUMBER - The number assigned to an account to indicate its placement in a ledger. *He wrote his bank account number on the form.*

ACCOUNTS PAYABLE - Those accounts to which money is owed. *The accounts payable totaled $150.00.*

ACCOUNTS RECEIVABLE - Those accounts from which money will be received. *Money from the accounts receivable will help the company make a profit.*

BACK ORDER - A term to denote materials to be shipped at a later date. *The furniture store had ten chairs on back order.*

BALANCE - Noun: The amount on hand in an account. Verb: Determining the amount on hand in an account. *Noun: He saw that his balance was only 25 cents. Verb: She balanced her checkbook.*

BALANCE FORWARD - To transfer a total from one sheet to another. *The boss asked him to balance forward ten sums.*

BANK STATEMENT - The record of deposits and withdrawals made during a month and the balance in the depositor's account at that time. *Her bank statement came in the mail once every month.*

BILLING - An itemized account of indebtedness for goods sold, services rendered, etc. *He did the billing for two different offices.*

BOOKKEEPER - One who keeps account books. *Marie is a bookkeeper at McGraw, Inc.*

BROUGHT FORWARD - An amount transferred from a previous page. *The new page had only two accounts brought forward on it.*

BUDGET - An itemized allotment of funds for a given period. *We added more money to the budget for groceries.*

CANCELLED CHECK - A check that has been paid by the bank and returned to the depositor with his bank statement. *He got his bank statement and cancelled checks every month.*

CARRIED FORWARD - An amount transferred from a previous page. *She carried forward thirty dollars to the next page.*

CASH PAYMENTS - The payment of money. *The store allowed no charges, only cash payments.*

CASH RECEIPTS - Money, checks received. *The cash register held fifty dollars worth of cash receipts.*

CHECK - A written order usually on a standard printed form directing a bank to pay money. *I wrote a check for $20.00 yesterday.*

CHECK REGISTER - A record of checks written. *The company used a check register to keep track of all money paid with checks.*

CHECK STUB - Record of checks written and deposits made. *If I fill out my check stub, I'll know how my money was spent.*

CHECKING ACCOUNT - An account with a bank that permits the depositor to withdraw cash by check. *She opened a checking account at the Bank of Detroit.*

COMPUTE - Add, subtract, multiply or divide. *Please compute the difference between these two numbers.*

CONSTANT - A number used continually throughout a calculation. *The constant in this situation is number two.*

CORRECTING ENTRY - Entries made to correct errors. *John added a correcting entry to stop the mistake.*

CREDIT - A means of obtaining something of value in exchange for a promise to pay at a future time; an entry or the total shown on the credit side. *She added the credit to the amount.*

CREDIT BALANCE - When credit entries in an account are greater than debit entries, the account has a credit balance. *His account had a credit balance.*

CREDIT LIMIT - A preestablished amount to indicate the sales level authorized for a customer. *Joan's credit limit is five hundred dollars.*

DEBIT - Any entry or the total shown on the debit side. *His debit was greater than his credit.*

DELINQUENT ACCOUNT - An account that has not been paid on time. *The electric company has many delinquent accounts.*

DEPOSIT - To put money in a bank account. Noun: That which is deposited *Mary put a deposit on the lawnmower she was purchasing.*

ENDORSE(MENT) - The signature of the payee on the back of a check. *You must endorse this check before I'll cash it.*

ENTRY - The act of entering into a record, list, etc. *He put the entry into the file.*

EXPENSE REPORTS - An itemized account of travel and/or business expenses. *Please add today's gas mileage to my expense report.*

FICA (FEDERAL INSURANCE CONTRIBUTION ACT) - Social security taxes. *What is the amount of FICA taken out of your paycheck weekly?*

FRINGE BENEFIT - A. Compensations other than wages for services. B. Insurance, vacations, sick leave, etc., received from an employer. *A paid vacation was one of the fringe benefits Pat got with his new job.*

GROSS AMOUNT - Whole, entire, or total, especially without having been subjected to deduction as for charges, loss, etc. *The gross amount of her wages was $15,000.00.*

INVOICE - Bill for goods purchased. *Carl asked for an invoice at the office supply store.*

LEDGER - A book in which all accounts are kept. *Don entered the figures into the ledger.*

LEDGER CARD - A record of a single account showing entries and balance. *Mr. Chase found the ledger card for account number 1024.*

JOURNAL - Contains a complete list of all transactions in the order in which they take place. *She wrote her daily business and activities in a journal.*

NET - Remaining after the deduction of all charges, outlay, loss, etc. *Her net pay was $142.83 each week.*

OVERDUE - A bill not paid by the assigned date. *Your phone bill is overdue.*

PAST DUE - Not taken care of by an assigned date. *Mr. Bell, your report is past due.*

PAYABLE - That which is to be paid; due. *Please make that check payable to Lynn Lambert.*

PAYEE - The person to whom a check is made out. *Lynn Lambert is the payee of this check.*

PAYROLL - A listing of all employees to be paid. *Our office has ten people on the payroll.*

PETTY CASH FUND - A small fund of cash that is kept on hand to provide the money needed for making small payments or for making change. *Carl bought 20 stamps with money from the petty cash fund.*

PURCHASE ORDER - A written method of ordering goods or services. *Greg wrote a purchase order for twenty pencils, ten pads, and two new desks.*

QUANTITY DISCOUNT - A deduction allowed for large purchases. *Betty bought 500 pens and the store gave her a quantity discount.*

RECEIPT - Written proof of payment. *I would like a receipt each time I pay my rent.*

RECONCILE - Comparison of check stubs and bank statement. *I will reconcile my check stubs and bank statement because I have two different totals.*

REIMBURSE - To pay back, repay. *If you loan me the money, I will reimburse you next month.*

REQUISITION - A form used for placing orders through the purchasing department. *Maureen took the requisition for more pencils to be authorized.*

STATEMENT - A form that shows the balance of a customer's accounts. *I receive a statement from the bank each month explaining the balance of my account.*

STRIKE A BALANCE - To determine a balance. *Let's try to strike a balance on this account.*

SUBTOTAL - A cumulative total to which more may be added. *The subtotal is usually less than the total amount.*

TABULATION - In columns. *Easy to set margins are necessary on the typewriter when setting up tabulations.*

TAKE-HOME PAY - Wages after deductions. *Terry's take home pay is $481.45 each month.*

UNIT COST - Price per item. *The unit cost is ten dollars per chair.*

VOIDING CHECK - Writing the word "void" across the face of the check and the stub to indicate that the check and stub are not to be used; then filing the voided check into the cancelled-check file. *It is wise to use a voiding check when you make a mistake on the face of the check.*

VOUCHER - Any receipt or the like showing payment of a debt. The form for summarizing a transaction, listing the accounts to be debited, and for recording approvals needed for making a disbursement. *Here is the voucher for the Hane's account.*

WAGE - That which is paid for work or services, as by the day or week; hire; pay. *Your weekly wage will be one hundred dollars.*

WITHHOLDING TAX - Any amount deducted from wages in order to remit to federal or state tax collecting agencies. *Your salary generally has a withholding tax to it.*

EXPENSE COLUMN OF BUDGET
SAMPLE BUDGET

INCOME **BUDGET** **$176,890**

EXPENSES:

	Category	%Time	No.	Salary	Total	%Expenses
I.	Staff					
	A. Administrative					
	1. Director	100	1	$10-14,000	$ 12,000	
	B. Teaching					
	1. Head teacher	100	5	7-9,000	40,000	
	2. Assistant teacher	100	5	5-7,000	30,000	
	3. Aides	100	7	4,000	28,000	
	C. Cook	100	1	6,000	6,000	
	D. Maintenance	50	1	6,000	3,000	
	E. Secretary	100	1	7,000	7,000	
					$126,000	71.3%
II.	Fringe benefits at 10% of salary costs				12,600	7.0%
III.	Consultant Services					
	A. Health-related					
	1. Physician at $100 per day for 12 days				1,200	
	2. Dentist at $75 per day for 10 days				750	
	3. Nutritionist at $25 per day for 12 days				300	
	B. Training and curriculum related					
	1. Educational consultant at $50 per day for 12 days				600	
					$ 2,850	1.6%
IV.	Equipment					
	A. Educational				$1,500	
	B. Caretaking and housekeeping				700	
	C. Kitchen				200	
	D. Office				500	
					$ 2,900	1.6%
V.	Supplies and Materials					
	A. Educational				1,200	
	B. Caretaking and housekeeping				600	
	C. Office				500	
					$ 2,300	1.3%
VI.	Food					
	For two meals and two snacks: 75¢ X 60 children X 260 days				$ 11,700	6.6%
VII.	Transportation					
	A. Bus rental for field trips				1,000	
	B. Local staff travel				200	
	C. Long-distance staff travel				500	
					$ 1,700	1.0%
VIII.	Space Costs					
	4,500 square feet at $3.00 per square foot				$ 13,500	7.7%
IX.	Utilities					
	A. Telephone: 2 at $40 per month each				960	
	B. Heat at $65 per month				780	
	C. Electricity at $50 per month				600	
					$ 2,340	1.3%
X.	Other Costs					
	License fees, insurance, etc.				1,000	0.5%
GRAND TOTAL					$176,890	99.6%
				(Cost per child)	2,948	

Note: Costs per child were used to show the high cost of quality care for children ten hours a day. See unit 3 for a lower cost budget.

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SUGGESTED BUDGET OUTLINE

Period Covered From: ______ (Month) ______ (Year) To: ______ (Month) ______ (Year)

Name of Facility: ____________________ License No.: __________

Address: ____

Budget Based on ____________ Number of Children

Disbursements	Monthly	Annual
I. Personnel		
A. Salaries		
1. Director		
2. Teacher(s)		
3. Aid(s)		
4. Cook		
5. Substitutes		
6. Consultants		
B. Fringe Behefits (Percentage will vary)		
TOTAL		
II. Program		
A. Classroom Supplies		
B. Equipment		
C. Staff Development		
TOTAL		
III. Office		
A. Equipment		
B. Supplies		
C. Printing and Mailing		
D. Telephone		
TOTAL		
IV. Physical		
A. Utilities		
B. Rent		
C. Repair - Up-Keep		
D. Cleaning Supplies		
E. Insurance		
TOTAL		

Prepared by: Janet A. Nickerson
Office of Child Day Care
Licensing

Disbursements	Monthly	Annual
V. Nutrition and Health		
A. Food		
B. Paper Products		
C. Kitchen Equipment		
D. First Aid		
TOTAL		
VI. Miscellaneous		
A. Transporation - Children (Gasoline & Maintenance)		
B. Transportation - Director		
C. Insurance on Vehicle		
D. Day Care Licensing Tax		
E. Taxes - Local		
F. Contingencies		
TOTAL		
Total of I - VI		
Total of Project Income		
Cost of Care Per Child	Per Month	Per Year

PROJECTED ANTICIPATED INCOME

Tuition		
Registration Fees		
Contributions		
School Food Service Reimbursement		
Department of Social Services		
TOTAL		

HANDOUT 3D

Sample Monthly Financial Report Form

Month of __________________, 19___

	Actual Month	Year To Date	Yearly Budget
Income			
Tuition			
Fees			
Department of Social Services			
Child Nutrition			
Contributions			
Other Income			
TOTAL			
Expenditures			
Salaries			
Fringe Benefits			
Substitutes			
Consultants			
Staff Development			
Food			
Rent			
Telephone			
Utilities			
Equipment			
Supplies			
Maintenance			
Insurance			
Transportation			
Miscellaneous			
TOTAL			

Financial Management Assessment Guide

The soundness of a center's financial management system is determined by the extent to which it meets these criteria:

Security -- The system should provide safeguards against accidental or fraudulent loss of assets as well as insure that all financial obligations are met.

Efficiency -- The system should minimize time spent on paperwork and procedures.

Effectiveness -- The system should provide accurate information to decisionmakers on a timely basis.

The following questions are designed to be used as guides, by both non-profit and for-profit centers, for assessing whether the major components of a center's financial management system meet these criteria. For assistance in correcting deficiencies identifited in this assessment, refer to the financial management resources recommended in the following "Directors' Bookshelf."

Establishing the Budget

1. Does your center annually develop a formal budget which balances projected income and expenditures?

2. Does your center annually establish program goals and strive to allocate sufficient funds in the budget for achieving these goals?

3. Are income projections in the budget realistic--i.e. are estimates of fund-raising, grant, and in-kind income achievable; and are losses of potential income due to typical under-enrollments taken into account?

4. Have all potential sources of income been explored, such as parent fees, employer contributions, United Way, Title XX, Child Care Food Program, tax loopholes, etc.?

5. Are expense projections in the budget realistic--i.e. are likely price increases for supplies and services factored in, and is provision made for unexpected costs such as repairs and replacements of equipment?

6. Does the budget provide for staff development, staff benefits, payroll taxes, leave time, salary increases, evaluation, and future planning?

7. Are funds set aside each year for long-range capitol improvements?

Receiving and Spending Money

8. Are all monies received documented with duplicate copies of prenumbered receipts?

9. Are all monies received promptly deposited into the center's bank account?

10. Have procedures been established for avoiding overdue payments and for collecting those that do occur?

11. Are all disbursements made by prenumbered checks and supported by valid invoices, receipts, or other documentation?

12. Do procedures for signing checks and withdrawing funds from savings accounts incorporate safeguards to avoid the improper expenditure of funds?

13. Can signed checks always be obtained on time so as not to delay purchases or payrolls?

14. Is the petty cash system secure--i.e. is money kept in a safe place, is documentation maintained for all purchases, and are periodic checks made to verify the balance in the fund?

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Redmond, WA 98052)

Recordkeeping and Monitoring

15. Has your accounting system been designed to meet the specific information needs of the center--i.e. can financial data needed for decisionmaking and reporting be readily obtained?

16. Is data on income and expenses recorded in such a form that it can be applied directly in preparing tax reports, grant claim vouchers, monitoring reports, and annual budgets?

17. Whenever possible, is bookkeeping and checkbook reconciliation performed by someone other than the person(s) who receive money, write checks, and handle petty cash?

18. Are records maintained of the center's assets and liabilities, such as major equipment and appliances, savings accounts, insurance policies, outstanding loans, and tax liabilities?

19. Does the center maintain a written schedule of reports and tax payments due to public and private agencies, and is this schedule adhered to?

20. Are checking account balances reconciled monthly?

21. Is a trial balance prepared monthly?

22. Is a cash flow report periodically prepared and analyzed?

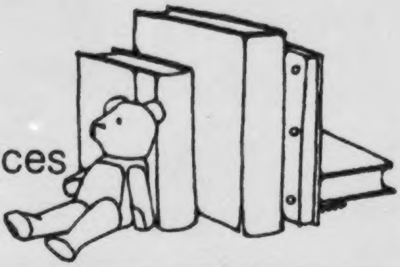
23. Is a financial status report comparing current income and expenditures against the projected budget prepared and analyzed on a monthly basis?

24. When financial problems or opportunities are identified in cash flow and financial status reports, are these situations reacted to quickly?

Credits

Assistance in preparing this guide was provided by Annice Probst from the Preschool Association of the West Side in New York City; Marlene Scavo, Director of Child Support Services at Fort Lewis, WA; and Carl Staley and David Delman of United Day Care Services in Greensboro, NC.

Director's Bookshelf
Financial Management Resources



J. K. Lasser Tax Institute. COMMON SENSE GUIDE TO ACCOUNTING. New York: Cornerstone Library, 1970. (125 pages, $2.95 in paper).

Easy to read and understand primer for small business on accounting, balance sheets, forms of business, financial reports, and budgeting.

Gross, Malvern and William Warshauer. FINANCIAL AND ACCOUNTING GUIDE FOR NONPROFIT ORGANIZATIONS (3rd Edition). New York: John Wiley and Sons, 1979. (568 pages, $23.95 in hardcover).

Comprehensive, well-written resource. Detailed advice on cash, accrual, and fund accounting; financial statements; budgeting; internal control; tax requirements; and bookkeeping.

Doyle, Dennis M. EFFICIENT ACCOUNTING AND RECORD-KEEPING. New York: John Wiley and Sons, 1977. (114 pages, $4.95 in paper).

Helpful, non-technical coverage of accounting, record-keeping, planning, financing, and paying taxes. Written for small for-profit businesses.

Jones, Robert E. DOLLARS AND SENSE. Welfare Research Incorporated, 112 State Street, Albany, NY 12207. (126 pages, price being reviewed).

Guide for setting up and operating an accounting system in a social service agency. Uses day care as the focus for a sample accounting process. Written for managers lacking an accounting background.

DAY CARE ACCOUNTING AND DAY CARE COSTS. Gryphon House, 3706 Otis Street, Mt. Ranier, MD 20822. ($4 in paper).

Part I applies basic accounting principles to a child care operation in layman's terms. Part II explores cost factors in day care budgeting.

CHILD CARE INFORMATION EXCHANGE, 70 Oakley Road, Belmont, MA 02178.

Has "how to" articles available on tax tips (in February, 1980 back issue, $2.50); fee collection procedures (in January, 1980 back issue, $2.50); petty cash (in September, 1980 back issue, $2.50); and budgeting, breakeven analysis, and sliding fee scales (in Reprint #1, $2.20).

Small Business Administration Publications. c/o Superintendent of Documents, USGPO, Washington, DC 20402. (202) 223-6071.

The SBA publishes a large number of financial management materials for small for-profit businesses. Examples include "Budgeting in a Small Service Firm," "Keeping Records in a Small Business," and "A Handbook of Small Business Finance."

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Effect of Declining Enrollment on Budget

	ENROLLMENT			
MONTH	BUDGETED 22.8 @ $150/mo.	ACTUAL		DIFFERENCE
		#	$	$
January	$3420	23	$3450	+$30
February	$3420	23	$3450	+$30
March	$3420	22	$3300	-$120
April	$3420	22	$3300	-$120
May	$3420	20	$3000	-$420
June	$3420	20	$3000	-$420
July	$3420	19	$2850	-$570
August	$3420	18	$2700	-$720
September	$3420	23	$3450	+$30
October	$3420	24	$3600	+$180
November	$3420	24	$3600	+$180
December	$3420	24	$3600	+$180
TOTAL	$41,040		$39,300	-$1740

Center Capacity: 24 children

Budgeted Enrollment: 22.8 children/95%

Cost of Care: $150 per month

Because this center actually only maintained a 91% enrollment the center had a $1740 deficit on projected revenues at the end of the year. Unless expenditures were reduced by a like amount the center could be in serious financial difficulty at the end of the year. In fact by the end of August this center actually had a $2310 deficit in revenues. The increased enrollment from September through December helped lower that amount.

Reprinted from materials developed by Susan Russell, Day Care Coordinator, Orange County Department of Social Services.

PROJECTED BUDGET

FOR PROFIT CENTER

EXPENSES	No Increase In Fees	Increase Fees $1.00/child/wk	Increase Fees $2.00/child/wk	
Wages	$ 90,000			
Employee Benefits	11,000	S		
Accounting Fees	1,000	A		
Supplies	6,000	M		
Food	22,000	E		
Telephone & Postage	1,200	E		
Fire & Liability Insurance	1,000	X		
Utilities	3,500	P		
Rent	12,000	E		
License Fee	250		N	
Maintenance & Repair	2,000		S	
Professional Development	1,800		E	
Accident Insurance	325		S	
Vehicle Expense	2,500		A	
Depreciation	2,500		S	
Miscellaneous	500			S
TOTAL	$ 157,575	$ 157,575	$ 157,575	U
TOTAL INCOME	172,909	177,840	182,780	M
GROSS PROFIT	$ 15,334	$ 20,265	$ 25,205	E
SALARY FOR AMY	10,000	10,000	10,000	
PROFIT AFTER AMY'S DRAW	$ 5,334	$ 10,265	$ 15,205	
RETURN ON $90,000	5.9%	11.4%	16.9%	

Permission is granted to reprint from Save the Children,
Child Care Support Center, 1182 W. Peachtree Street, NW
Suite 209, Atlanta, Georgia 30309

HANDOUT 3I

3.45

PURCHASE ORDER

REQUISITIONER ____________________

TO ____________________

SHIP TO ____________________

PLEASE ENTER OUR ORDER FOR THE FOLLOWING

DATE REQUIRED	SHIP VIA	TERMS	ACCOUNT OR JOB NO.	ORDER DATE
UPON RECEIPT	na	CHECK ATTACHED	[illegible] I/ 603	10-07-82

✓	QUANTITY	DESCRIPTION		AMOUNT	
		Conference Registration for ________ and Regular Membership			
		for 1982-83	Dues	18	00
		Conference		25	00
			TOTAL	43	00

PLEASE ACKNOWLEDGE IMMEDIATELY AND STATE WHEN YOU WILL SHIP • OUR ORDER NO. MUST APPEAR ON ALL RELATED PACKAGES AND FORMS

6350

PLEASE SEND ____ COPIES OF YOUR INVOICE

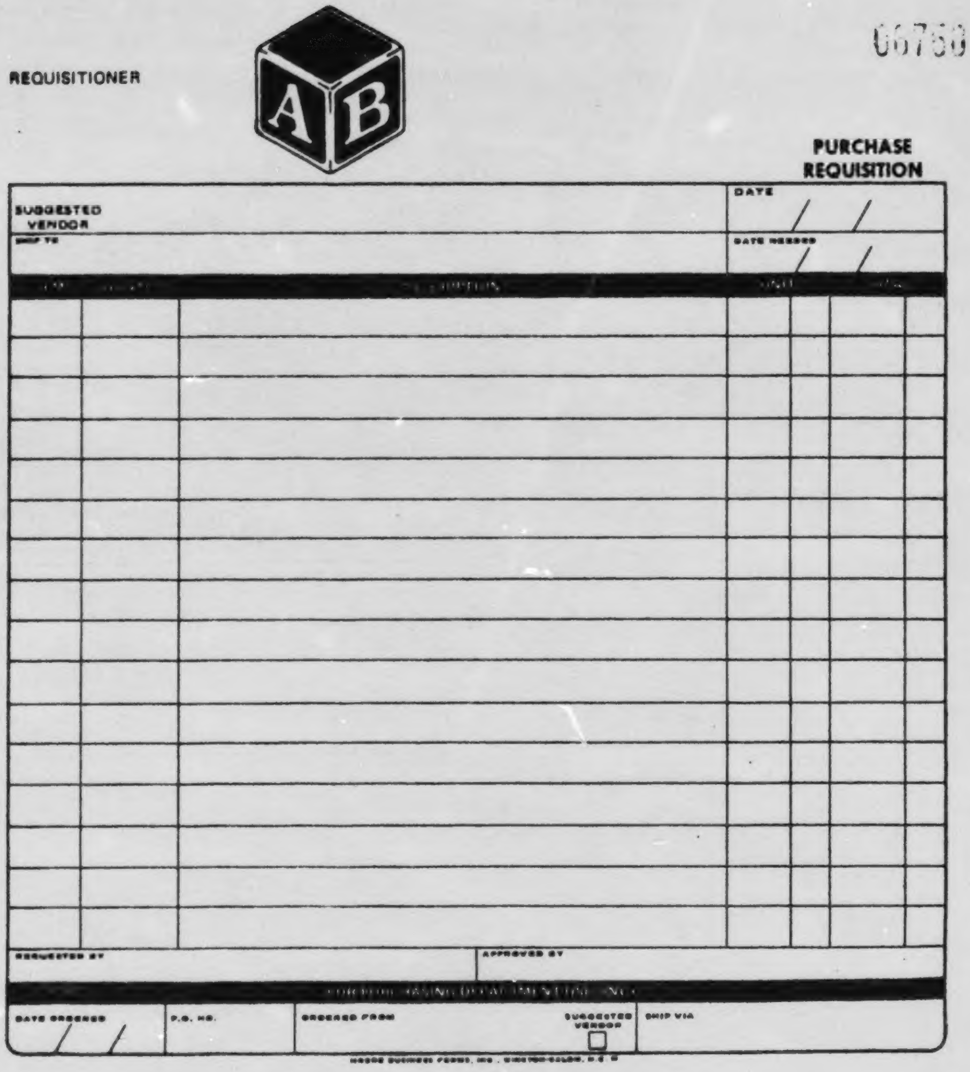
BY ____________________ PURCHASING AGENT

PURCHASE ORDER

SPEEDISET ® Moore Business Forms, Inc.

HANDOUT 3J

PURCHASE REQUISITION



06760

REQUISITIONER

PURCHASE REQUISITION

SUGGESTED VENDOR	DATE / /
SHIP TO	DATE NEEDED / /

[illegible]	[illegible]	DESCRIPTION	UNIT		[illegible]	

REQUESTED BY	APPROVED BY

FOR PURCHASING DEPARTMENT USE ONLY

DATE ORDERED / /	P.O. NO.	ORDERED FROM	SUGGESTED VENDOR ☐	SHIP VIA

MOORE BUSINESS FORMS, INC., WINSTON-SALEM, N.C.

DISBURSEMENT REQUEST

DATE: ____________________ CHECK NUMBER: ____________________

PAYEE: ____________________ AMOUNT: ____________________

ADDRESS: ____________________ CITY & STATE: ____________________

____________________ ____________________

VENDORS INVOICE NUMBER ____

CODE: ______________ ACCOUNT: ______________ AMOUNT: ______________

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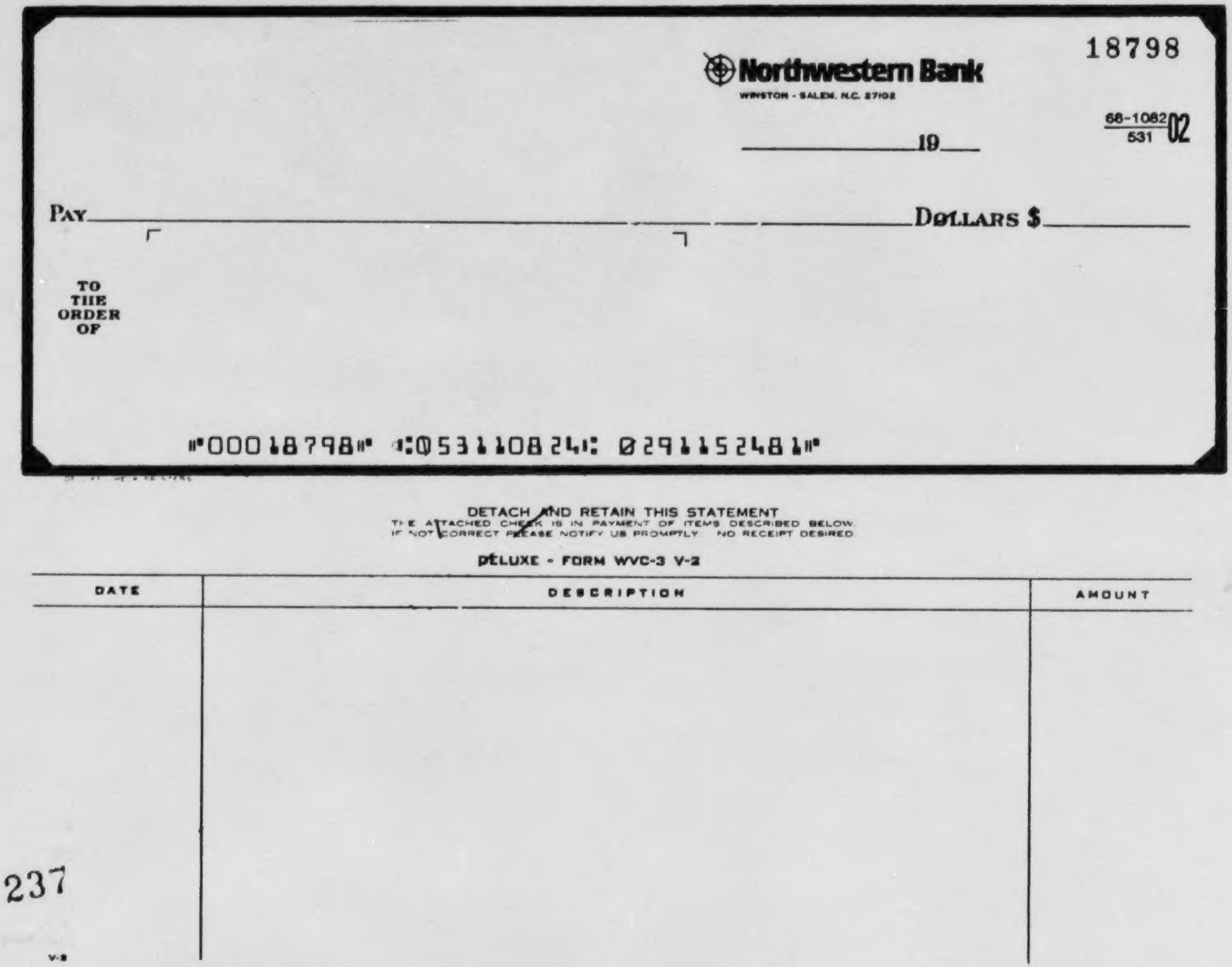
SUBMITTED BY: ____________________ POSTED BY: ____________________

APPROVED BY: ____________________

HANDOUT 3L

CHECK WITH STUB



18798

Northwestern Bank
WINSTON - SALEM, N.C. 27102

68-1082/531 02

______________ 19___

PAY ______________________________________ DOLLARS $__________

TO
THE
ORDER
OF

⑈00018798⑈ ⑆053110824⑆ 0291152481⑈

DETACH AND RETAIN THIS STATEMENT
THE ATTACHED CHECK IS IN PAYMENT OF ITEMS DESCRIBED BELOW.
IF NOT CORRECT PLEASE NOTIFY US PROMPTLY. NO RECEIPT DESIRED.

DELUXE - FORM WVC-3 V-2

DATE	DESCRIPTION	AMOUNT

V-2

INVENTORY RECORD

CENTER________________________

DATE OF INVENTORY____________

Tag #	Item Description	Serial Number	Brand	Model	Acquisition Cost		Acquisition Source	Acquisition Date
					Unit	Total		

____

SIGNATURE

NOTIFICATION OF EMPLOYMENT STATUS

NAME____________________ COUNTY____________________

SOCIAL SECURITY #__________ CENTER____________________

STATUS: Beginning Date__________

Position__________

Salary__________ Hourly______ Monthly______

Recommended by__________

Termination Date__________

Reason__________

Employee Signature____________________

Executive Director Signature____________________

STATUS CHANGES: Position change: From____________________

To____________________

Effective Date____________________

Salary Change: From____________________

To____________________

Employee Signature____________________

Executive Director Signature____________________

Date____________________

NOTE: A copy of application, W-4's, insurance forms and any health certificates required should be attached if this is a new employee.

Any change in salary or position or from part time to full time is to be reported no later than 1st working day following the change.

LEAVE ACCUMULATION SHEET

MONTH:_______________

MONTH:_______________

CENTER:__________________

COUNTY:_________________

	SICK LEAVE				ANNUAL LEAVE				OTHER LEAVE			
EMPLOYEE	EARNED	ACCUM.	USED	BAL.	EARNED	ACCUM.	USED	BAL.	EXCUSED W/O PAY	UNEXCUSED W/O PAY	DISABILITY DAYS	# DAYS TARDY

DIRECTOR:________________________

COORDINATOR:______________________

REQUEST FOR REIMBURSEMENT OF TRAVEL AND OTHER EXPENSES INCURRED IN THE DISCHARGE OF OFFICIAL DUTY

Payee's Name____

Date________________Program or Center________________________

Supervisor's Signature__________________________________

Total Reimbursed____________________

DATE	FROM	TO	MODE	TYPE CHILD .25 STAFF .25	MILEAGE	TOTAL	OTHER *B.D.G.L.H.

*B. - Breakfast D. - Dinner G. - Gratitudes L. - Lunch H. - Hotel

PAYROLL SIGNATURE SHEET

Project Title______________________________________

Pay Period________________to______________

I CERTIFY THAT I HAVE RECEIVED THE PAYROLL CHECK LISTED OPPOSITE MY SIGNATURE

NAME	CHECK NO.	AMOUNT	ENROLLEE SIGNATURE

WEEKLY SUMMARY OF ATTENDANCE, AMOUNTS DUE AND CASH RECEIPTS

Name of child	Rate	Attendance					Amount Due This Week	Balance From Previous Week	Received This Week	Adjustments	Balance Now Due
		M	T	W	T	F					

Explanation of Adjustments ______________________________

____

Center Director's Signature ______________________

Social Worker's Signature ______________________

Center__________ No.______ Wk. End______ Deposit Date________ No.________

Finance Department Copy Canary=Center Copy Pink=Audit Copy

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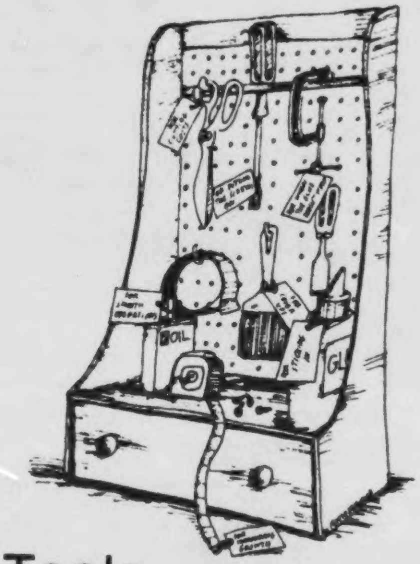
HANDOUT 35

PAYROLL TAX LIABILITIES FOR DAY CARE

Type of Tax	For Profit must pay/ collect	Not for Profit tax exempt must pay/ collect	To institute	Employer Contribution	Employee Contribution	Collect from Employee	Deposit or Pay	File	Helpful Publications
Federal Withholding	*	*	SS-4 W-4	none	according to tax tables	each payroll	monthly and/or quarterly	Federal Tax Deposit Form 501, Form 941 quarterly to IRS, W-2 yearly	Circular E
State Withholding	*	*	NC-1 NC-4	none	according to tax tables	each payroll	quarterly	NC-5 quarterly, NC-3 annually	NC-30
FICA	*	*	SS-8 SS-15/ 15a	.0665	.0665	each payroll		Federal Tax Deposit Form 501, Form 941 quarterly to IRS W-2/W-3 annually to SSA	Employer's Tax Guide Publication 15
FUTA	*			.034	none	N.A.	monthly and/or quarterly	Federal Tax Deposit Form 508, Form 940 quarterly to IRS	Publication 539
N. C. Unemployment Tax	*	*(with different payment options)		varies: .001-.057 (501c3 can choose reim. method)	none	N.A.	quarterly	NCUI 101 NCUI 625	none-call your local ESC office, field tax auditor

Reprinted from materials developed by Susan Russell, Day Care Coordinator, Orange County Department of Social Services.



Money Management Tools — Fee Collection Procedures

Sensitive to the needs of parents, nursery schools and day care centers typically struggle valiantly to keep their fees as low as possible through combinations of fundraising, grantsmanship, and cost-cutting. But few centers can afford to subsidize parents further by being lax in collecting fees. While human service-oriented directors often are uncomfortable about pressing parents experiencing difficulty for overdue fees, the alternatives are none too attractive either: raising fees for other parents, curtailing services, or reducing staff salaries. To prevent fee delinquencies, child care programs have found effective procedures such as the following--ranging from the most routine to the most extreme:

- Develop and publicize specific fee policies. Parents should be informed when they enroll their children that the center cannot operate stably unless all fees are paid on time. Fee payment schedules and procedures should be explained as well as procedures for requesting deferments or adjustments during periods of crisis and penalties for late payments.

- Don't let parents get behind. This is by far the most critical precaution. The farther parents get behind in paying fees, the harder it is for them to pay off the accumulated debt. Centers are not doing parents a favor by being lax in collecting fees and allowing debts to become substantial. Centers should quickly implement collection procedures when payments are overdue.

- Collect fees in advance. Collecting fees in advance or at the beginning of a period of service gives a center more time to collect delinquent fees. It also gives centers the option of not providing service until it is paid for--

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commercial credit cards. Banks charge centers about 5% of fees charged for the service. Centers are paid cash by the bank for the charge slips when they are turned in. Such a system gives parents the option of deferring their payments on the credit card, while the center receives its fees on time. Payment collection problems are the responsibility of the bank.

● Minimize "bounced" check losses. To assure as many checks as possible will clear, deposit them the same day they are received. When checks are returned due to insufficient funds, notify parents before they are redeposited to give them an opportunity to either pay the fee in cash or to deposit funds in their account. Some centers have also found it effective to present bounced checks to their bank to initiate a collection process. The bank sends the check to the payer's bank with a request that it be held for payment for ten days. Banks typically charge the payee for this service, often about $5/check, but centers can pass this charge on to the parents. One center turns all bounced checks over to the district attorney, as this is a local misdemeanor, and has collected 80% of its bounced checks this way.

● Act quickly to avoid losses. In rare, but not unknown instances, parents have a deliberate intent not to pay their fees. Most often this occurs at the end of the school year when families plan to move out of town. They fail to pay their fees the last few months and then move without notifying the center when or where they are moving. As a result it is necessary to act especially quickly to press for payments at this time of the year.

Another technique employed by an occasional parent is to enroll a child in a center for several months without paying the fee and then to transfer the child to a different center for a few months. In some communities directors have curtailed this practice by exhanging the names of parents engaging in this practice.

● Require signing of promissory notes. When parents agree to pay large delinquent fees, it may be helpful to have them sign a promissory note. These notes often bear interest and can call for all collection costs to be borne by the debtor. An added advantage is that, once the note is signed, it automatically fixes the amount owed, making future legal action easier (Frost).

● Sue in small claims court. In extreme cases some centers have found it necessary to sue parents over delinquent fees in small claims courts. The advantage of these courts is that they operate informally and don't require lawyers--the two parties simply discuss the case with a judge. There are a number of disadvantages, however. First, small claims courts generally only accept claims below $300-500. Second, it may be weeks or months before a case is heard. When the day comes the center must have a representative in court possibly for a full day waiting for the case to come up. Third, winning a judgement by no means guarantees that you will collect the debt as the court itself has no means of enforcing its decisions. If a debtor still refuses to pay, the center can go to a local sheriff to have assets of the debtor attached until payment is made. But centers must themselves find where these assets are; for example, if they have kept records of the bank and bank account numbers of parents.

Credits: The following center directors and the book listed below provided the ideas for this article:

Elizabeth Schilling, Creative Child Care, Columbus, OH; Jeanne Sasaran, Loma Alta Preschool Nursery, San Diego, CA; Carl Staley, United Day Care Services, Greensboro, NC; Charlene Richardson, Child Development Center, Chula Vista, CA; Margaret Bridgers, Margaret Ann Nursery School, Lexington, KY.

Frost, Ted S. Where Have All the Wooly Mammoths Gone? A Small Business Survival Manual. West Nyack, NY: Parker Publishing Co., 1976.

an option not available when child care is paid for after it is provided. Centers' experiences have been that parents seldom object to paying in advance. Even centers that have converted from after-the-fact to advance payment policies have experienced little resistance when the reasons for the change were clearly explained.

- Deal with problems in advance. For nearly all families child care fees can be a strain on their budgets. For many, short-term crises will increase this strain considerably. Centers cannot be insensitive to these realities, nor can they long survive if they underwrite every financial crisis of their families. Some centers have a small scholarship fund set aside so that individual fees can temporarily be lowered in serious situations. Others offer to defer payments for short periods or to adjust fee payment schedules to fit special family circumstances (such as adjusting payment dates to coincide with parents' pay dates). Still others offer assistance, private financing, or credit counseling. All centers, however, stress with parents that such flexibility is only possible if they notify the center of the problem immediately, not after large overdue fees have accumulated.

- Collect enrollment deposit. One hedge against delinquencies is to require parents to pay a deposit (typically one month's fee) which can be applied against unpaid fees when necessary. This may require families to pay as much as two months' fees before their child's first day--thus limiteing its applicability in certain communities.

- Enforce late payment penalties. Many centers have successfully dealt with late payments by charging penalties (often about $5/week) for late payments. Some centers have had the legality of these penalties challenged--apparently when they are construed as interest payments in excess of permitted limits. One center, as a result, terms this a bookkeeping fee. Other centers raise all their fees by a small amount and offer reduced fees for parents paying on time or in advance. In any event such penalties appear to be sound practice provided that the mechanism complies with applicable state commercial laws.

- Contact delinquent parents immediately. Unfortunately one necessary means of keeping late fees to a minimum appears to be nagging. An accountant has observed that often the reason people don't pay bills is not because they don't have enough money, but because they don't have enough to pay all their bills at the same time (Frost). As a result they tend to defer whatever bills they can without resistance. Parents need to be alerted immediately, therefore, that the center is aware that their payment is late and that it must be paid post haste. Some centers find it most effective to do this verbally--preferably by an administrative staff person and not by the child's teacher, so as not to undermine the relationship, if possible. Other centers automatically send out increasingly strong letters after set intervals of delinquency.

- Negotiate payment plans. When overdue fees reach a substantial amount it may be necessary to expect more from parents than a verbal commitment to pay on time. Centers should work out with parents a reasonable repayment plan. In some cases parents may agree to have their weekly fees increased moderately until the debt is repaid. They may agree to repay it in installments, or to take out a loan and pay it in full. If possible this plan should be agreed to in writing.

- Stop providing care. The ultimate penalty provided for by some centers when all remedies have been exhausted is to stop providing child care for families who fail to pay their fees. Most centers have seldom found it necessary to exercise this option as its mere threat is sufficient. Other centers, in extreme cases, have refused to accept children for care until parents paid overdue fees--with positive results.

- Consider a credit card system. Some centers have minimized payment problems by enabling parents to pay fees with

10. MEETING TAX AND OTHER GOVERNMENT OBLIGATIONS

The day care organization is required to file the following forms for the federal government, as applicable:

IRS 1023 or 1024, for tax exemption as a 501 (c) 3 or 501 (c) 4 corporation

IRS Form SS-4 Employer Identification Number for tax exempt organization

US Postal Office, application for postal permit for bulk mailing

US Department of Labor, "Significant Provisions of State Unemployment Insurance Law," prepared by Employment and Training Administration Unemployment Insurance Service, probably also available from State Employment Security Agency

Local District Office of the IRS, procedures and forms for the Federal Insurance Contributions Act (FICA tax)

IRS Form W-4, federal withholding tax certificates for employees

IRS Form 941, which must be filed *quarterly*, the employee withholding tax return

IRS Form 990, annual federal tax return for tax exempt organizations

1040 Schedule C, tax return for day care organizations, not tax exempt

1099 IRS Form, if you paid more than $600 to a consultant

See federal publications which can be helpful in filing these forms:

Publication # 557—How to Apply for an Exemption
Publication # 15—Employer's Tax Guide Circular E
Publication # 393—Federal Employment Tax Forms

From the state government, you will need the following forms:

Application form for state day care license

Forms for Workmen's Compensation and State Unemployment Insurance from State Employment Security Office

Forms for annual report for incorporated organizations

Forms for reporting child abuse, at Child Protection Unit, Welfare Department (or Department of Family and Children's Services)

In addition, you will want the forms for applying for funds, such as Title XX or child protection.

It is a good idea to keep copies of all these forms, along with relevant codes and laws, in a notebook, kept up to date.

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Insuring Your Program: How to Buy Insurance

by Carol S. Stevenson

Anyone starting or running a child care program thinks about the fact that they need insurance. But faced with the list of names in the phone book and the kinds of insurance that are available, you can easily become confused and lose sight of what your program's needs are. A series of articles on the various kinds of insurance important for child care providers have appeared in the past three issues of this publication. This article describes how to evaluate the needs of your program and find insurance that is most compatible with those needs.

Carol Stevenson is an associate with the Bay Area Child Care Law Project, 9 First Street, Suite 219, San Francisco, CA 94105.

Evaluating Your Needs

An insurance policy is a contract. You pay the insurance company money and they promise to pay you for any loss due to the occurrence of the hazard or peril covered by the policy. The cost of each kind of insurance is related to the probability that a contingent event will occur and how much it will cost if it does.

To evaluate your insurance needs for a particular kind of insurance, you should ask yourself two questions:

1. What is the likelihood of this event happening? Insurance companies call this the degree of potential risk.
2. How much would it cost me if this event did happen? This is called the

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amount of potential loss.

Where the likelihood of risk is high and the amount of potential loss is high, buying insurance to cover that potential loss is a wise thing to do. The more difficult decisions come when the likelihood of an event happening is slight but the potential for financial liability is great.

Examples can better illustrate how these principles work. The possibility of a child being seriously injured while in care is the risk of greatest concern to child care providers. How likely is this event? To answer this question look at your own experience; you'll probably find that serious injuries aren't very common. Now ask yourself the second question--If a child was injured, how much would it cost? Considering medical bills and hospitalization, you conclude that the amount of financial liability is great. The conclusion virtually all child care providers come to is that insurnace protection in this situation is a wise investment.

When paying insurance premiums would cost you more than paying directly for the loss, then you shouldn't purchase insurance to cover these potential losses. For example, if all your equipment is secondhand and you have access to replacements, it might not make sense to insure it.

Comparing Coverage and Cost

Once you have decided to purchase insurance, you should do some comparison shopping before spending your money. To get the most for your money, you must compare not just the cost of the insurance, but the amount of coverage as well. If you have found one or two brokers to deal with, ask each of them for bids. Consult the first three articles in this series to determine the types of coverage to consider.

If you don't understand the terms of the policy or what kind of coverage you are getting--ask questions. Insurance contracts are complicated, but don't be intimidated. When you are spending your program's hard-earned money, you have a right to know what you are buying.

It is important to understand that insurance premiums (what you pay) do not increase proportionally with increased amounts of coverage (what the insurance company pays). For example, you might increase your liability insurance coverage from $300,000 to $500,000 with only a 10% increase in your premium.

Where Do I Buy Insurance?

People who sell insurance are called insurance agents and insurance brokers. Many insurance sales people are both agents and brokers. An agent is an insurance salesperson who has a contract with each insurance company s/he represents. That contract gives him/her binding authority to issue insurance for that company.

A broker, on the other hand, has no binding authority to issue a particular company's insurance. S/he must get the insurance company's approval before issuing you an insurance policy. Since insuring a child care program is not common, you will most likely need the services of a broker who has more flexibility than an agent.

The other child care programs in your community are your best resource for locating an agent or broker. It is important to find one who relates easily to you and understands the kind of work you are doing. Insurance people who have experience working with child care centers have a better understanding of your resources and the kinds of risks that most concern you. Be sure and ask if the salesperson will be handling your account once the policy is issued. If the salesperson doesn't service accounts, find out who does and make sure you can communicate easily with that person as well. A good relationship with your insurance agent or broker is essential if you need them to "go to bat" for you at some later date.

TITLE XX
TITLE IVA
COLLEGES
CETA
CCFP
BUSINESS

Sources of Funds for Child Care Programs

Public Sources

Needless to say, 1982 will not be a year to be bullish on public funding--unless you happen to be manufacturing MX missiles. But the funding picture is not totally negative. In some areas there will be new opportunities for programs that are able to promote their services effectively at the state agency level and at the consumer level. Some highlights (and lowlights):

▶ Tax Credit. The Federal Child Care Tax Credit allows parents to deduct directly from their federal income tax liability a part of their work-related child care expenses. With changes just enacted by Congress, the credit now is on a sliding scale basis. Families earning $10,000 or less are eligible to deduct 30% of their child care expenses. For every $2000 of income above $10,000, the credit is reduced by one percentage point. All families with incomes of $30,000 or more can deduct 20%. The maximum amount of credit families can receive per year for one child is $720, for two or more children $1440.

Despite the fact that the tax credit can, in effect, reduce families' child care costs by up to 30%, many parents are not aware of it. Centers should alert all their current fee-paying parents about the credit and advertise it as a means of reducing fees in marketing their programs. For more information, contact the IRS.

▶ Title XX. Title XX reimburses participating centers and homes for the child care of low-income families. Rates and eligibility requirements are established by the states. Although Congress resisted submerging Title XX into a mega-Social Services Block Grant, it has reduced its funding drastically. Between cuts already approved by Congress, additional cuts being lobbied for by the White House, elimination of the requirement for a 25% state match, and allowances for states to transfer funds to non-Title XX activities, states may have their Title XX pot of funds reduced anywhere from 20% to 58%.* States will have greater flexibility in the allocation of the remaining Title XX funds. For more information, contact the agency administering Title XX in your state.

▶ Title IVA Disregard. Working families receiving Aid to Families with Dependent Children (AFDC), who are unable to obtain day care under Title XX, can have their monthly AFDC payment increased to cover their child care expenses. Under the disregard, recipients' work-related child care expenses are deducted from their income when the amount of their monthly grant is being determined. Reagan proposed limiting the amount recipients could claim for child care under this provision to $50 per month. Congress increased this "cap" to $160 per month (or about $37 per week).* AFDC recipients are not always informed about their eligibility for this disregard by caseworkers,

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so centers may need to provide information about it to potential users of their services. For more information contact the agency administering AFDC in your state.

▶Child Care Feeding Program (CCFP). CCFP reimburses child care programs for serving nutritious snacks and meals to low and moderate income families. Congress changed CCFP guidelines to allow for-profit programs serving 25% low-income children, as well as non-profit programs, to participate. At the same time it slashed the CCFP budget by nearly one-third by eliminating snacks, lowering income eligibility standards, and discontinuing funding for purchasing food service equipment.* For more information contact the nearest Regional Office of the USDA Food and Nutrition Service.

▶CETA (Comprehensive Employment Training Act). CETA pays the salaries of unemployed workers placed in positions with employment potential. While centers have benefited significantly from CETA in the past, funding for public service positions has been eliminated under Reagan's proposals.*

▶CDBG and Revenue Sharing. Cities and towns have been receiving annual federal grants from the Community Development Block Grant (CDBG) program and the Federal Revenue Sharing program. Both of these non-categorical grant programs give municipalities considerable flexibility in how funds are allocated. In many communities day care centers have been able to procure funding for their programs under these grants. The Administration has merged CDBG into a larger block grant package and proposed reducing the combined budgets. Some Administration proposals call for phasing out Revenue Sharing programs altogether in a few years. For more information contact city hall.

Private Sources

With the cutbacks in public funding, human service providers in all fields are directing unprecedented attention to private sources of funds. Whether the private sector will rise to the occasion is the $64,000 question. Some predict that individual and corporate giving will tail off as large tax breaks for high income taxpayers take away some of the incentive for giving. Others contend, however, that since wealthy individuals and big corporations will have increased disposable income under Reaganomics, there will be more money available for charitable giving. In either case some of the more promising private sources include:

▶United Way. Local United Way organizations support over 37,000 voluntary agencies, many of which are day care centers. Since these agencies receive an average of 30-35% of their income from government sources, local United Way organizations are accelerating their fundraising efforts to compensate for federal cutbacks. While many United Ways will be hard-pressed to keep the agencies they currently support afloat, some are striving to extend support to new agencies as well. To have a chance of receiving support, an agency needs to get in at the beginning of the proposal review process (which begins as much as 12 months in advance in some communities), to demonstrate they are meeting a vital community need, and perhaps to muster local political support.

▶Business and Industry. Over the past five years, there has been a growing interest among certain types of businesses and industries in meeting the child care needs of their employees. Two recent changes in the tax laws should heighten this interest. One new measure increases the tax limitation on corporate giving from 5 to 10 percent of pre-tax net income. Under the second measure when the day care of working parents is paid for by their employers, these services will be treated as a fringe benefit, not as taxable income.

While an employer's first reaction may be to consider running a day care center on-site for employees, this alternative only rarely is the best one. Existing centers should educate employers in their community about the wide variety of options available to them in assisting their employees with their child care needs. These options include buying slots in existing centers; providing vouchers to their employees to buy spaces in centers of their choice; providing information and referral services for their employees; and donating cash, goods, or services to centers used by their employees.

▶Foundations. Requests for foundation assistance have risen from 30% to 100% this year (New York Times, May 17, 1981). Thus competition for foundation dollars will be greater than ever. In the past decade the trend has been for foundation support of child care centers to decrease as federal funding has increased. However, now that federal funding is decreasing, it is not likely that foundations will be able to respond with a commensurate increase. Child care programs will do best to focus on local and regional foundations with a track record of making grants to children's programs. In the past foundations have been reluctant to underwrite operating budgets, preferring to fund one-shot capital grants and innovative new projects. Whether the ground rules will change in the days of Reaganomics cannot yet be determined.

▶Individuals. A much more promising funding resource for child care programs than foundations is private individuals. Centers across the country have enjoyed considerable success in soliciting contributions from individuals in their communities. Solicitation methods utilized have included direct mail campaigns, telephone appeals, individually tailored letters, and personal appeals. (See CCIE Reprint #10, "Fundraising," for more details). Centers' efforts to attract individual donations may be aided by another change in the tax laws. For the first time taxpayers who do not itemize will be allowed to take deductions for charitable gifts. This is significant since two-thirds of all individual taxpayers use the short form and, therefore, could not itemize their deductions in the past.

▶Public Schools. Like all social services, public schools are feeling the crunch of Reaganomics and may be less likely than previously to share resources with child care centers. In the past, however, local school districts have shared a variety of resources including: bus service, space, utilities, equipment, business administration, computer services, maintenance, ordering of supplies, food service, sharing of audio visual materials and equipment, in-service for staff, volunteers from classes, work-study students, repairs and building of equipment by industrial arts classes, services of professionals for screening or testing, recreation facilities, program materials and services from teacher centers, and library services.

▶Colleges and Universities. Higher educational institutions have also been known to assist child care programs in a variety of ways. They have provided operating expenses, staff salaries (for campus related programs), space, utilities, maintenance, equipment, business administration, work-study students, and professional services. Contributions have been made to centers that served only campus populations, or to community centers that had some children of campus personnel or to community centers that provided field experiences for students. Occasionally, colleges and universities have given donations to centers as community contributions without any direct benefit to the campus. These disciplines have also provided consultant help from faculty and staff, student volunteers, services, materials, equipment and other resources.

▶Other Private Sources. Centers in various communities have also been successful in tapping various other community resources. Support has been drawn from churches, county and local government units, service clubs such as Kiwanis and Rotary, YWCA's, garden clubs, book clubs, women's organizations, professional organizations, recreation groups, and arts groups. These sources have contributed money, time, equipment, and materials, often to parts of the program that are of special interest to their group.

*As this issue goes to press, final actions on many legislative proposals affecting child care are yet to be made. For an update on the current situation, call the Children's Defense Fund Network, toll-free, at (800) 424-9602.

CONTACTS FOR ADDITIONAL INFORMATION

Title XX 100% Title XX 75% 100% State Funding Appalachian Regional Commission	Rachel Fesmire Day Care Section N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-6650
Child Welfare Services	Sue Glasby Division of Social Services N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-7907
Head Start	Mildred Johnson CABLE State Training and Technical Assistance 301 Elm Street, Suite 307 Greensboro, North Carolina 27401 919/379-7812
Preschool Incentive Grant Program	Carolyn Perry Division of Exceptional Children N.C. Department of Public Instruction 114 W. Edenton Street Raleigh, North Carolina 27611 919/733-3921
Title I ESEA	Robert Marley, Director Division of Compensatory Education N.C. Department of Public Instruction 3900 Merton Drive Raleigh, North Carolina 919/733-7665
Child Mental Health (Early Intervention/Prevention)	Lenore Behar Division of Mental Health, Mental Retardation, and Substance Abuse Services N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-4665
Developmental Day Grant-in-Aid	Libby Dishler Division of Mental Health, Mental Retardation, and Substance Abuse Services N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-3654

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SSI - Disabled Children's Program	Jo O'Keefe Division of Health Services N.C. Department of Human Resources 306 N. Wilmington Street Raleigh, North Carolina 27611 919/733-7437
Senior Community Services Project	Mary Ann Preddy Division of Aging N.C. Department of Human Resources 708 Hillsborough Street Suite 200 Raleigh, North Carolina 27603 919/733-3983
Refugee Assistance	Joan Holland Division of Social Services N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-7145
Work Incentive Program	Lucy Burgess Division of Social Services N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-2873
Aid to Families with Dependent Children	Kay Fields Income Maintenance Division of Social Services N.C. Department of Human Resources 325 N. Salisbury Street Raleigh, North Carolina 27611 919/733-7831
CETA	Steve Bradford Division of Employment and Training State-wide Programs P. O. Box 27687 Raleigh, North Carolina 27611 919/733-4524
Migrant and Seasonal Farmworkers Association	Thom Myers Migrant and Seasonal Farmworkers Association Box 33315 Raleigh, North Carolina 27606 919/851-7611

director's survival kit

raising funds

***CCIE** has surveyed over 100 child care centers about their successful, as well as their disastrous, fundraising projects. From the experiences of these centers, the ten factors described below have emerged as keys to successful fundraisers.*

Define Your Purpose

The willingness of staff members, parents, volunteers, and members of the community to give their support to a fundraiser will be enhanced to the extent that the need for funds is clear and important. People need to know that their contribution of time, talents, or resources will make a difference. Before launching a fundraising effort, therefore, a center should assess whether it is truly necessary; and, if so, for what purpose. This purpose should then be identified at the outset of any appeals for support.

Centers have found that the more specifically the purpose can be defined the better. It is easier to generate support for "constructing an outdoor climbing structure" than for "building up the contingency account;" it is more inspiring to contribute towards "a scholarship fund" than towards "general operating expenses."

In child care fundraisers often have important secondary purposes as well. Centers often utilize these projects to provide publicity for the center and to enhance parent involvement. These purposes should clearly be identified at the outset also, so that the project can be organized in such a way as to insure their accomplishment. A common pitfall here is when a secondary purpose is really the main purpose. Centers sometimes use fundraisers as a gimmick for getting parents involved. This can unnecessarily waste the precious time of parents and can backfire when the parents realize their efforts do not accomplish anything of importance.

Set a Goal

Centers have found it beneficial to set a target amount to be raised each year and from each fundraising project. Having a financial goal helps planners to gauge the magnitude of the effort required, and to decide the type of activities which are appropriate. A center needing to raise $500 would not establish a thrift shop, nor would one requiring $6000 schedule a bake sale. Having a specific dollar goal also is more likely to instill confidence in potential donors that the center knows what it's about.

Once the goal is set, it can also help focus volunteers' efforts if they are kept informed about the progress toward that goal. Some centers even post a chart at the center, much like the thermometer of the United Way, which shows

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volunteers how close they are to accomplishing the goal.

Know the Audience

Who is likely to contribute to your center? The type of fundraising projects a center implements should be appropriate to the project's potential audience. If your center is known by individuals in your community who have abundant financial resources and who believe in what your center is doing, the direct approach may be best. Contact them, explain your need, and ask for a donation. The direct mail and membership drive described below are examples of this direct approach.

If, on the other hand, your program is known and supported primarily by individuals with scant financial resources, asking for donations may not be realistic. Instead it may be more appropriate to offer some goods or services in return for people's contributions. The Thrift Shop and Retha's Carry-Out fundraisers described below are examples of this indirect approach.

In planning this type of fundraiser, the potential audience needs to be examined even more closely. Who is the potential audience? What goods or services are likely to be of real interest to them? How much are they likely to contribute? You are operating on shaky ground if you cannot answer these questions with some certainty before planning a fundraiser.

Make It Fun

Select a project that staff and parents are excited about. Most fundraisers depend heavily upon the volunteer work of staff, parents, and board members. The amount of effort these people are likely to invest in a project relates significantly to the extent they are excited about the project. If the chairperson of a fundraising committee decides that a raffle will be the solution to all the center's financial woes, but parents are none too eager to hustle prizes or tickets, chances are the raffle will fizzle.

Build on Strengths

Try to select a fundraiser that builds on the skills that already exist in the center. Personnel in child care centers have expertise in areas such as child development, child nutrition, children's activities, and parent education. Examples of fundraisers capitalizing on such skills include the children's entertainment series described below, as well as gymnastics classes, babysitter training and referral, cookbooks for children, and parenting workshops. A child care center should be most effective and efficient in organizing fundraisers such as these. In addition, such a project can showcase the skills and services of the center to potential supporters and customers.

Look for Repeaters

Centers surveyed noted several reasons for selecting fundraisers that can be repeated on a regular basis. First, the center can learn from its mistakes. Errors which were made the first time in planning, publicizing, and putting on a project can be eliminated in future re-runs, thus saving on wasted energy and resources.

Second, the project will not need to be organized from scratch every time. Press releases, flyers, costumes, booths, or publicity strategies developed the first time can simply be refined rather than re-invented.

Third, the more often a successful project is run, the more effective publicity will be. The Night On-The-Town described below has become such a well-known and anticipated annual event that people now rush to sign up as soon as the event is announced in the local paper.

Be Cost Effective

Centers can fall into the trap of thinking that any project that brings in money is worthwhile. However, such reasoning fails to consider the value of staff and volunteer time expended in raising the money. People's time should be considered as a valuable resource. It should not be squandered on fundraising projects that generate a small return on time invested.

To calculate the return on time investment (R) of any project, simply deduct all expenses (E) incurred in putting on the project (including the value of paid staff time) from total income (I) of the project; and then divide the remainder by the total number of hours (T) spent by staff and volunteers on the project.

$$\frac{I - E}{T} = R$$

To illustrate, consider the case of a spring fair held by a nursery school in New England. This school's staff and parents donated about 475 hours of time (T) planning, publicizing, setting up, and operating the fair; and expended \$250 in center funds (E) for booths, food, and publicity in order to raise a total of \$850 (I) for the center. Plugging this into the formula, it can be seen that for every hour invested in this project, the center earned \$1.26 in profit:

$$\frac{\$850 - \$250}{475 \text{ hours}} = \$1.26/\text{hour}$$

Even though the project was a "success" in terms of raising a significant chunk of money, the return on the investment of volunteers' time was dreadfully low. Bake sales and dinners are often equally wasteful of volunteers' time.

On the other hand, the fundraisers described below brought returns of anywhere from \$25/hour to \$150/hour. Given the fact that such cost effective projects are quite realistic, a center should certainly think twice about engaging in any project which will return less than \$10/hour.

Publicize Aggressively

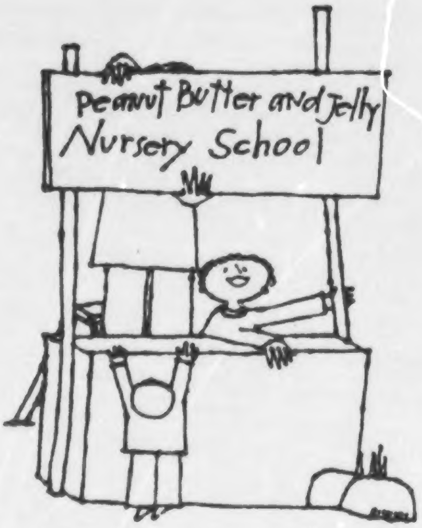
Centers that have the most success with fundraisers are those which have mastered the art of getting the right message to the right people. The first step in an effective publicity campaign is clarifying what is being "sold." If the fundraising project is a direct appeal for donations, what is being sold is the cause--people are being asked to give money to a cause they believe in. For an indirect fundraiser, such as a raffle, a bake sale, or a dinner, it is the product or service that is being sold--the chance to win, the cookies, or the meal. The "message" of all publicity should concentrate heavily on what is being sold.

This right message must also reach the right people. Often in membership drives and appeals for donations, certain professionals, such as doctors, who are deemed most likely to contribute to the center, are singled out for calls. Likewise, a center which offers a noon luncheon in a downtown area sends flyers around to offices in the neighborhood to alert people who eat lunch out. Effective publicity has much less to do with "how much" than it does with "where."

Centers with sound ongoing fundraising campaigns also take great pains to develop extensive lists of known supporters. Included on this list should be former parents, staff, and board members; those who have visited the center; and those who have attended or contributed to past fundraisers. For every fundraiser this group should be sent a special notice.

Thank Contributors

After every fundraiser the center should send out a thank you to all who contributed to the project--those who planned it and volunteered time to make it happen, as well as those who donated money, goods, or services. The thank you typically includes a final report on the results of the fundraiser--"We reached 110% of our goal," "We were able to finance remodeling of the infant room," etc. Some centers keep donors on their mailing list for the center's newsletter.



Directors' Fundraising Hits

The following is a representative selection of the best fundraising ideas which have been contributed to CCIE by child care directors.

Auctions for Fun and Profit

The YWCA Drop-In Children's Center in Watsonville, California, raised over $5000 with an auction. The auction was organized by a committee of ten volunteers which started working five months before the event. Most of their time was spent on canvassing parents, friends of the center, and local merchants for the several hundred items donated. The auction was held outdoors on a Sunday. Participants were allowed to view the items from 10AM-1PM, and the auction itself lasted from 1PM to 6PM.

A wide range of items are big hits at auctions. At the Watsonville auction the big item was a wedding package which included a minister's services, a place for a reception, a photographer's services, a cake, and a honeymoon in San Francisco.

The Summit Child Care Center in Summit, New Jersey raised $11,000 with a "Vacation Auction." A parents' committee sent out requests to over 1000 resorts around the world. Seventy-five vacations were donated ranging from hotel rooms in Europe and Hawaii to weekends at private summer cottages.

A center in New York City raised $18,000 auctioning off gift certificates for up to $500 to department stores. The Brownie Preschool in Alexandria, Virginia, featured season tickets to the Washington Redskins and a catered dinner for eight in the bidder's own home. Other less sensational, but highly popular, items include babysitting services, meals at restaurants, food, furniture, antiques, housecleaning services, and hairdressing.

All centers agreed that the key ingredient to a successful auction is a lively auctioneer to keep it entertaining and to loosen people up. Most centers used a professional auctioneer (some of whom donated their time).

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Several of the centers had a dinner or party in conjunction with the auction. The Brownie Preschool held the auction during a buffet luncheon for which $4 per person was charged. Several centers noted that providing free wine and beer during the event had a positive effect on the size of bids.

Another essential ingredient is recruiting enough volunteers to handle all aspects of the auction. Considerable time and energy is required before the event to solicit items; to collect and transport them to the auction site; and to label, catalog, and display them. The day of the auction people are needed to direct traffic, to haul items back and forth, to collect money, to assist the auctioneer, to serve refreshments, and to answer questions.

Mary K. Parker from the YWCA Drop-In Center reported that about 20 parent volunteers were needed for their auction. She stated that without the support of these parents before and during the auction, it would not have been possible. Dr. Lois Ferrer from the Brownie Preschool also recommends having center people on hand to provide activities for children of attendees.

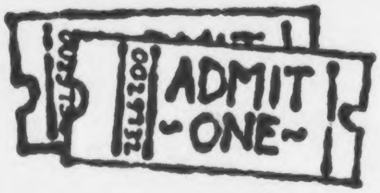
A variation on the typical auction is the silent auction. Items in the auction are displayed, either at the center for a week or during a social event. Bidders write out their bids and submit them in a sealed envelope. When the envelopes are opened, the item is awarded to the highest bidder.

Raffles! Raffles! Raffles!

Raffles have been utilized by child care centers to raise anywhere from $400 to $18,000. Irregardless of the scope of the raffle, there are two essential ingredients to success: attractive prizes and an aggressive sales force.

Most centers try to have at least one big prize to catch people's attention and a number of smaller prizes to increase participants' chances of winning something. The Fallbrook Child Development Center in Fallbrook, California, had a raffle with 32 prizes--the top one being $100 worth of gasoline. The Sweatt-Winter Day Care Center in Farmington, Maine, raffled off a wood stove at a county fair. The John E. Boyd Center in Fall River, Massachusetts, has found handmade wooden toys and color televisions to be popular items at its annual raffle. Other big draw prizes include quilts, afghans, get-away weekends (free babysitting, free resort hotels, free meals), and 3-minute supermarket dashes.

Cash is often used as the prize. The Highlands Area Day Care Center held a "50-50 Raffle" in which 50% of the money collected was turned back in prizes. The Androscoggin County Head Start operates a "20-20 Club Raffle." A limited number of participants contribute $1 per week for 20 weeks. Each week a name is drawn and awarded $20. At the end of 20 weeks, a party is held at which $850 in additional prizes are awarded.



Getting parents, staff, and board members to sell tickets is probably the hardest aspect of a raffle. Some centers offer incentives to ticket sellers. The Fallbrook Center offered a free automobile tune-up to the parent selling the most tickets.

Other centers offer incentives to ticket buyers. The Fallbrook Center made an arrangement with a local pizza house whereby anyone buying a $1 ticket received $1 off on a pizza of their choice.

Before setting a raffle in motion, centers need to take care of two administrative issues. First, a check should be made with local and state authorities to be sure the proposed raffle complies fully with all relevant laws. Second, a sound system for distributing tickets and collecting stubs and money needs to be set up. Tickets should be given directly to the parents and not sent home with their children.

Annual Membership Drive

For the past six years, the Ossining Children's Center, Ossining, New York, has held very successful direct mail membership drives. The first year the drive raised $4000 for the center, and by 1980 the proceeds had increased to $7000.

The project was launched the first year by sending letters to 12,000 community residents selected from the phone book. The following year letters were sent to all residents who gave money the first year. In addition, all parents, teachers, and board members were asked to submit names of additional prospects. Now the letters are sent out to about 1000 residents each year--including all doctors in the area. This letter is sent out in April, with a follow-up mailing in early December (timed to coincide with the end of the tax year).

The mailing package consists of a form letter and a return envelope. The letter is signed by the president of the board, and it lists the names of all board members. It briefly describes the center and explains why it operates at a deficit each year. Their support is requested in making $5, $10, $25, or $50 donations. The bulk of the donations are for $10. Donors are sent thank you letters which invite them to attend the annual meeting.

Sally Ziegler, the center's director, believes that a key to the drive's success has been active maintenance of the mailing list. Every year anyone who has not given in two years is culled from the list. In addition board members and parents are asked every year to contribute new prospects' names for the list.

"Friends" Donate to Center

Church of the Saviour Day Care Center in Cleveland Heights, Ohio, has organized a donation fund and named it "Friends of the Day Care Center." Staff members and parents give to the director, Alice Licker, the names of individuals who they think might be willing and able to give money to the center. She sends them a two-page letter which describes the program, lists the items that donations are used for (equipment and scholarships), and invites them to become "friends." This letter tends to be most effective at the end of the year when wealthy individuals often need to increase their tax deductions. Ms Licker writes a letter of thanks back to each contributor and often encloses a piece of children's artwork.

Benefits: Last year this fund brought in about $750 with the largest single contribution being $250. Other centers have received gifts of as much as $5000 and have found that they can go back with success to the same contributors year after year.

The Whatever-Athon

Capitalizing on current interest in endurance-type events, many centers have successfully employed marathon spin-offs for fundraisers. The Spanish Educational Development Center in Washington, DC, sponsored a ten-mile "Jog-athon." Staff, parents, and friends who agreed to run in the race went to their friends and collected pledges to donate a certain amount for every mile they completed in the race. After the race the runners collected over $1000 from these pledges for the center.

There are many variations on this theme. The Pinewoods Center and other schools associated with the Association for Retarded Citizens in Troy, New York, raised $20,000 with a "Swim-athon;" the Parent Child Center in La Salle, Colorado, sponsored a "Walk-athon:" the Refreshing Spring Child Care Center in Schenectady, New York, held a "Bike-athon;" and Indiana County Head Start in Indiana, Pennsylvania, undertook a 24-hour "Dance-athon."

The directors of these programs had several recommendations to those interested in attempting whatever-athons. First, the event itself should be carefully prepared for. If there is a course to be traversed, it should be laid out very clearly, with rest and refreshment points, distance markers, course officials, etc. Advice from local athletic associations may be valuable here.

Second, emphasis should be placed on actually collecting on pledges. One center was able to collect less than one-third of its pledges. This director suggested collecting the money at the time the pledge is made.

Third, make provision for all eventualities. Have medical personnel on hand, clear the route beforehand with the police, and set a rain date.

Evenings with Experts

From Betsy Newell of the International Play Group in New York City comes the idea of offering evenings with experts. For example, an authority on antiques could offer a session to which participants could bring their own antiques for identification and appraisal. Other possibilities include presentations by experts on restoring furniture, wine tasting and selection, identifying and appraising china, making bagels, investing in gold or stocks, using make-up, treating back problems, making Christmas decorations, jogging, and self-protection for women. Sessions could also be held at noon, with sandwiches provided.

Requirements: Presenters would be asked to donate their time, so the major costs would be for providing sandwiches at noon or for renting a room is free space is not available. Staff time would be required for recruiting speakers, arranging space, and securing publicity.

Benefits: Tickets could be sold for a single session or at reduced rates for a series of sessions. If an average of 50 individuals paid $5 per session to attend four sessions, the center would realize $1000 less expenses.

Thrift Shop Yields Big Results

A profitable thrift shop has been operated for four years out of a storefront in downtown Boca Raton, Florida, by the Florence Fuller Child Development Center. The shop's inventory is primarily donated by the center's 700 members in the community who send in a steady flow of furniture, clothing, jewelry, and antiques. In addition, manufacturers are asked to donate their seconds.

The shop is operated and staffed by volunteers. The volunteers are trained in advance and are required to visit the center so they know what they are working for. On a yearly basis, about 60-75 volunteers work in the shop.

Requirements: The expenses of the thrift shop for rent, utilities, transportation, and one part-time staff member average about $1000 per month. Harry Lippert, the center's director, initially devoted a great deal of time to setting up the shop. Now that it is operational, it requires less than two hours a week of his time.

Benefits: The gross monthly income of the shop has been averaging $3500 with a profit after expenses of $2500. In addition, the 60-70 weekly customers are encouraged to visit the center. Many do and end up making donations to the center.

Update: In 1980 the Thrift Shop exceeded $100,000 in sales for the first time; and, after expenses, it yielded $72,000. After reading about the Thrift Shop in CCIE's first issue, Jan Lucas had the Westend Day Care Centre in Portage la Prairie, Manitoba, set up a thrift shop. With the profits the Centre was able to buy its own building.

Night On-the-Town

The Summit Child Care Center in Summit, New Jersey, raised $20,000 in 1980 from a unique dinner and dance fundraiser. About 60 "hosts" throughout the community invited from 4 to 40 couples to have dinner at their houses. Those invited included the hosts' friends as well as other couples recruited by the center. After dinner a theme dance (disco last year) was held at the day care center. For the full evening's entertainment, couples were charged $30. As an added feature, hosts submitted their menus in advance to be published in a "Night On-the-Town" Cookbook which was sold that night and thereafter. The event has been held annually for five years.

Requirements: Most arrangements are handled by an eight-person (non-board members) volunteer committee. This committee starts nearly a year in advance recruiting hosts, recruiting couples, and assigning them to hosts, planning the dance, cookbook, etc. The hosts contribute their hospitality as well as the food (sometimes over $500 worth) for which they can claim a charitable tax deduction. Last year the total cost to the center for running the event was $750. Staff time involved in the planning was minimal.

Retha's Carry-Out

Patty Siegel reports that one of the best fundraisers for her children's day care center, Pacific Primary in San Francisco, is the cook, Retha Green. She has enabled the center to purchase much of its kitchen equipment, including a freezer, by operating a unique carry-out service for parents.

Every Friday she bakes chocolate chip and oatmeal cookies and sells them to parents when they pick up their children. The cookies sell for $1.50 per dozen. About 50 families take advantage of this offer every week. Once every three months she makes complete homemade chicken dinners and sells them to parents for $3 per person. Parents are required to order these dinners in advance.

In response to the reputation Ms Green developed for her exceptional cooking, the center also compiled for sale at $3 each a cookbook of her most popular offerings. Because of what the center's children commonly asked their parents at mealtimes, the cookbook was entitled--"Why Can't You Bake It Like Retha Does?"

Children's Entertainment Series

A number of centers offer a children's entertainment series as an ongoing fundraising activity. Some centers run movies for children in the center on four consecutive Saturdays, or one Saturday a month during the school year. Other centers offer them during school vacations when parents are often most eager for ideas on what to do with their kids.

As a variation, centers could offer puppet shows, skits, gymnastic lessons, dance classes, swimming, field trips, story hours, craft sessions or any combinations of these.

Requirements: Tickets to the events could be sold singly or at a reduced rate for the entire series. The advantage of offering a series instead of single events is that nearly the same amount of time and energy would go into preparing and publicizing one event as would go into a series. Tickets could also be sold at the door.

One or two volunteers could be put in charge of setting up and running each event, while a separate committee would be in charge of publicity and advance sales.

No-Cake Bake Sale

The Jewish Community Center Preschool in Tampa, Florida, netted $300 with little effort by holding a no cake bake sale. In lieu of asking parents to buy supplies, bake cakes and staff a booth for a bake sale, parents were asked to send in a donation of $5 or more.

UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

2. Type of course offering

_____a. Continuing education course

_____b. Curriculum course (specify curriculum)______________________
____

_____c. Workshop

_____d. Other (please explain)______________________
____

3. How many instructional hours (hours in class) did it take to present unit?______________________

4. Please comment on the following components of the course.
   a. Job Tasks -
      Are they accurate, realistic and clearly stated?__________
      ____
      Would you add or delete any?_____ Which ones?__________
      ____

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated? ______________

Did you use them? ______________

Would you add or delete any? _____ Which ones? ______________

c. Knowledge/Skills -
Is the content accurate and clearly stated? ______________

d. Suggested Methods -
Did you use these teaching methods? ______________

Were they successful? ______________
List other methods that you used that were successful ______________

e. Materials -
Were the handouts and resources suggested useful? ______________

Was there enough supplementary material given? ______________

5. What type of agency or institution offered this course?

_____ a. Community/Technical college
_____ b. Other (please specify) ______________

6. Other comments and suggestions. ______________

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT FOUR: LEGAL ISSUES IN CHILD CARE

Job Tasks

		Page	Handouts
I.	Apply for permits/licenses	4.3	4A, 4B
II.	Understand and comply with laws (wage and hour, workers' compensation) and maintain records	4.5	4C, 4D, 4E
III.	Understand and comply with policies of affirmative action that relate to state and federal regulations and maintain records	4.7	4F, 4G, 4H
IV.	Understand and comply with laws and regulations relating to child abuse and neglect and maintain records	4.10	4I, 4J
V.	Understand and comply with laws and regulations concerning the transportation of children and maintain records	4.13	4K
VI.	Understand and comply with local, state and federal laws and regulations concerning the liability of child care centers in relation to the health and safety of children and maintain records	4.15	4L, 4M
VII.	Understand, comply with and maintain records on local, state and federal laws and regulations relating to taxes and social security	4.19	
VIII.	Understand legal implications regarding issues related to child custody and develop a policy for releasing children from center care	4.20	
IX.	Understand and comply with regulations regarding public or parental access to center records	4.25	

Instructional Performance Objectives

Can list types of permits and licenses needed to operate a child care center and where to obtain each

Can list situations covered by workers' compensation

Can develop staff time and salary schedules that conform to wage and hour laws given a specific situation
Can discuss the rationale for equal employment opportunity laws and regulations
Can write legally correct definitions of child abuse and child neglect
Can list procedure and responsibilities for reporting child abuse and neglect citing correct authorities to contact
Can list applicable Department of Motor Vehicles regulations relating to the transporting of children by a child care provider
Can write a transportation policy that meets standards and/or other funding requirements
Can list the types of liability coverage necessary for child care center protection
Can list federal, state and local taxes required of a given center
Can develop a policy for release of children to individuals other than persons having legal custody of the child
Can discuss why child care centers need policies regarding access to information and confidentiality
Can write a policy regarding release of center records to parents or the public

Knowledge/Skills	Suggested Methods	Materials
Every child care center director should be familiar with the legal issues that confront the center. Any business operator who pays taxes and buys insurance, who hires and fires staff members, and who works daily with children and their families needs to be familiar with certain legal matters that affect the business. These legal issues are broad and include details that are beyond the scope of this course. The laws themselves may change or new, more current laws may be enacted. Certainly, the interpretation of the existing laws are in transition and therefore may vary as different cases reach the courts.	A chapter on legal issues may be intimidating to members of the class. It may be important to make these sessions informal, include guest speakers whenever possible, and encourage discussion whenever possible. Some attorneys are knowledgeable on child care issues and could be included in planning for the unit either as a guest speaker or as a soundingboard for lectures before they are presented.	
For these reasons, this unit should not be used as a course in law; neither should this little knowledge be considered an economical substitute for a lawyer. This is not the final word on legal issues for day care. Instead, it is an attempt to alert child care directors to those issues and situations that are affected by the law and an attempt to increase the day care administrator's awareness of those situations in which an attorney should be consulted for advice and clarification.	Remember to stress the idea of this unit as an overview of legal issues, not the final word.	HANDOUT 4A: How to Find and Use A Lawyer
I. APPLY FOR PERMITS AND LICENSES		
Permits and licenses must be obtained by a center to stay in operation. These permits and licenses may vary from one location to another, but the following are typically required.	A discussion of necessary permits and licenses may be led either by an experienced child care operator in the class or a guest speaker from the N. C. Office of Child Day Care Licensing.	HANDOUT 4B: Licenses, Taxes and Other Requirements for Going Into Business

Knowledge/Skills	Suggested Methods	Materials
A. Licensing by a state agency (N.C. Office of Child Day Care Licensing - OCDCL) is required in all child care operations that care for more than five children for more than four hours a day.		Check Resource List for address of OCDCL.
Some centers may be exempted from acquiring a license. There are procedures whereby the OCDCL checks a center to determine that it meets licensing standards. Providers have rights related to a hearing on licensing actions brought against them.		
1. A building inspection report is issued by the county or city. This report is required to certify that the building meets the N. C. Department of Insurance requirements for day care.		
2. A fire safety report is issued either by the city or county. A representative of the local fire department must inspect the premises. This inspection will include a check of fire safety standards.		
3. A sanitation report is issued by the local health department. An on-site inspection is required by the local representative to check sanitary conditions in the facility.		

Knowledge/Skills

Registration with OCDCL is required for persons who keep 2-5 children in a child care situation.

II. UNDERSTAND AND COMPLY WITH LAWS (WAGE AND HOUR, WORKERS' COMPENSATION) AND MAINTAIN RECORDS

The Fair Labor Standards Act is federally regulated and administered by the U.S. Department of Labor's Wage and Hour Division. It applies to preschool (defined as an enterprise providing care and protection of infants or preschool children outside their own home during any part of a twenty-four hour day). This includes child care centers, nursery schools, kindergartens, and Head Start programs with two or more employees whether they are public or private, profit or nonprofit.

A. The Act contains five standards.

1. Minimum wage - the minimum hourly wage must be paid to all workers.
2. Equal pay - the employer must provide equal pay for men and women performing similar work.
3. Overtime pay - payment of at least one-and-half times the regular rate is due to nonexempt employees after forty hours of work in a single workweek. (Exempt employees are defined as executive,

Suggested Methods

A brief lecture containing the facts included here may lead to a class discussion regarding various situations class participants may have been involved with.

Materials

HANDOUT 4C: Preschools Under the Fair Labor Standards Act

HANDOUT 4D: Legislation Related to Employer/Employee Matters

HANDOUT 4E: Rights of Child Care Workers: Hours and Benefits

Sources for further information are listed in HANDOUT 4D.

Knowledge/Skills

Suggested Methods

Materials

administrative, and professional employees). Each workweek must stand alone: hours of work cannot be averaged over two or more workweeks.

4. Record keeping - employers are required to keep records on wages, hours and other items listed in record-keeping regulations (Regulations, part 516 of Fair Labor Standards Act). There is no particular format required for these records, but they must be kept for three years.

5. Employment of minors - there are statutes that specify the age at which minors can begin work, the number of hours they may work and the kind of work they may do.

B. Workers' compensation is required by the State of North Carolina to protect employees from the consequences of injuries incurred on the job. This includes injuries off the employer's premises. The injured employee is reimbursed for injuries through workers' compensation and may not sue the employer for negligence.

For information on coverage and premium (which is determined by the number of staff or the amount of the payroll in the child care center) contact your local insurance agent.

Knowledge/Skills	Suggested Methods	Materials
III. UNDERSTAND AND COMPLY WITH POLICIES OF AFFIRMATIVE ACTION THAT RELATE TO STATE AND FEDERAL REGULATIONS AND MAINTAIN RECORDS		
Equal employment practices provide descriptions of an employee's rights during hiring interviews and termination interviews. These are taken from Title VII of the U. S. Civil Rights Act (1964) that addresses "overt discrimination based on race, color, religion, sex or national origin." This is the basis for state fair labor laws.	A large group discussion could include general topics like the importance of Equal Employment Opportunities (EEO) guidelines and the impact they can have on child care centers or any example that a class member might contribute about an experience with EEO or affirmative action. (Refer to Handout 4D)	HANDOUT 4F: Statement of Assurance of Compliance With Civil Rights Act of 1964 for All Day Care Facilities
Not everyone is required to meet EEO regulations. Among those who must meet those regulations are employers who (1) have 15 or more employees, (2) receive state subsidized funds, or (3) receive federal funds.	The class might then be broken down into smaller groups to role play proper interviewing practices or discuss and react to the checklist provided in the handouts.	
A. Hiring		
Equal employment practices include restrictions that are placed on the employers during the hiring process. Examples of these restrictions include questions about "personal situations" such as child care arrangements, marital status, religion or family life.		
1. An exception to these restrictions, called bona fide occupational qualification (BFOQ), gives the employer the right to ask questions that elicit information necessary to the business at hand. It is important		HANDOUT 4G: Legal and Illegal Pre-Employment Questions

Knowledge/Skills	Suggested Methods	Materials
for each director to make sure that employment questions are not used to cover up discriminatory behavior.		
2. Affirmative action goes beyond nondiscrimination (which may be defined here as employment policies that "do not operate to the detriment of any person on grounds of race, color, religion, sex, age, handicap or national origin"). Affirmative action requires the employer to make efforts to recruit, hire, and promote qualified members of any groups that previously have been systematically excluded, i.e., women and members of minority groups. Affirmative action plans may be required of any program that receives federal funds or who has been found by legal process to have used discriminatory practices in the past.		HANDOUT 4H: Rights of Child Care Workers: Hiring, Promotion, Termination
B. Promotion Equal employment opportunity guidelines affect promotion in that an employee may have reason to file a grievance if that person feels unfairly overlooked for a new position because of sex, race, color, religious creed, ancestry, age or prior criminal record. Examples of rights relating to promotions or transfers may include		

1. The right to compete for a position;
2. The right to use a written evaluation as indication of competence;
3. The right to be informed of criteria for decision-making; and
4. The right to utilize the grievance process. (See grievance procedures in Unit 6, Staff, p. 6.11)

C. Termination

Equal employment opportunity guidelines require that termination, demotion or laying off must be uniformly applied to all employees. An employee's rights under Title VII of the U. S. Civil Rights Act may not be violated by the firing process. These rights may include

1. The right to training before termination;
2. The right to warning or discipline measures before termination;
3. The right to have specified the changes needed to meet job expectations; and
4. The right to file a grievance or to file suit.

Knowledge/Skills

IV. UNDERSTAND AND COMPLY WITH LAWS AND REGULATIONS RELATING TO CHILD ABUSE AND NEGLECT AND MAINTAIN RECORDS

For several reasons, personnel in day care centers are becoming more involved with various issues involved in child abuse and neglect. The number of children enrolled in child care is increasing, laws for reporting of abuse and neglect have been rewritten and more widely publicized, and child care workers are being educated in symptoms of child abuse and neglect.

A. Even though child abuse and neglect are frequently spoken of as one issue, they may be broken apart into four separate topics that are listed and defined here according to state law and the interpretation of that law.

1. Physical abuse - any non-accidental physical injury caused or allowed to be caused by the child's parent physical injury caused or allowed to be caused by the child's parent or caretaker which causes or creates a substantial risk of death, or loss of, or impairment of, the function of bodily organs. This may include burning, beating or punching, and tends to occur episodically.

2. Neglect - inattention to the basic needs of a child, such as food, clothing, shelter, medical care, or supervision. Neglect tends to occur repeatedly.

Suggested Methods

The suggested module offers strategies for presenting this material including

1. Reading and discussion of pamphlets and materials and
2. Observation of individual children in the participants' own child care center.

OR

Invite a guest speaker. A representative of local department of social services or family social worker may be willing to discuss child abuse and neglect and the repercussions for the child, family and day care staff.

Materials

The materials and content for the section on child abuse and neglect were taken from the *Child Abuse and Neglect Training Module for Child Day Care Personnel*. This module is available from the Office of Day Care Services. See Resource List for address.

An audiovisual resource for child abuse and neglect is listed in the bibliography.

Knowledge/Skills	Suggested Methods	Materials
3. Sexual abuse - any sexual act that is committed or allowed to be committed by the parent or caretaker upon a child in violation of the law.		
4. Emotional abuse - "Blaming, belittling or rejecting a child; constantly treating siblings unequally; persistent lack of concern by the parent/caretaker for the child's welfare; refusal to provide, permit or participate in treatment of the child."		
B. Reporting child abuse and neglect This portion of the N. C. General Statutes requires that "any person or institution who has cause to suspect that any juvenile (a child less than 18 years of age) is abused or neglected shall report the case of that juvenile to the director of the department of social services (DSS) in the county where the juvenile resides or is found."		HANDOUT 4I: Child Abuse and Neglect and Day Care: Summary of the New Law HANDOUT 4J: Child Abuse and Neglect: Fact Sheet
1. The report may be made in person by telephone or in writing. The person filing the report may choose to be identified or not. The following information will be needed to file the report. a. Child's name, age and address b. Child's present location		

Knowledge/Skills — Suggested Methods — Materials

- c. Parent's name and address
- d. Parent's place of employment and address
- e. Nature and extent of injury or condition observed
- f. Reporter's name and location (if not wishing to remain anonymous)
- g. Name and address of alleged perpetrator if not parent

2. The person filing the report is protected by the General Statutes of N. C. from any civil or criminal liability that might be incurred if that report was made in good faith.

C. Records that a center director may choose to maintain relating to abuse and neglect cases

   1. A copy (dated) of any information that is requested by DSS (department of social services).

   2. Anecdotal records or observations that over a period of time may lead a teacher/director to suspect abuse or neglect.

   3. Report of behavior or comments that are not first hand but come from other persons (staff, children, neighbors). These may be used to alert a teacher or director to a particular problem.

Knowledge/Skills | Suggested Methods | Materials

4. Any written communication from DSS, child's social worker, parent or court that pertains to a particular case.

5. An informal log of how the director approached the problem. List the date, time and person spoken to in each case, for future reference.

V. UNDERSTAND AND COMPLY WITH LAWS AND REGULATIONS CONCERNING THE TRANSPORTATION OF CHILDREN AND MAINTAIN RECORDS

Each center must make several basic decisions about transporting children in answer to the following questions: Are there a majority of children who will be able to attend the center if transportation is provided? Can the center afford to offer transportation (including vehicle, driver and insurance)? Can vehicle(s) be leased or shared, or is purchase the most economical approach?

HANDOUT 4K: Child Day Care Center Standards on Transportation

A. If the decision is reached to provide transportation, the following issues need to be addressed.

   1. A center policy with a written transportation plan that could include
      a. Staff responsibilities when vehicles are operating;
      b. Procedures for reporting accidents;

Knowledge/Skills	Suggested Methods	Materials
c. Orientation plan for new parents and children needing transportation; d. Back-up plan if no one is home to receive child; e. Procedures for notifying parents if transportation is late or not operating; and f. Route schedules.		
2. If the vehicle qualifies as a school bus, it must follow Department of Motor Vehicles (DMV) guidelines. A school bus is defined by DMV as stopping traffic regularly, needing flashing red lights, stop arm, and lettering of SCHOOL BUS eight inches high.		
Information about this decision may be obtained from the Division of Motor Vehicles.		See Resource List for address of DMV.
3. The type of license needed by the vehicle operators. This formerly was a chauffeur's license, but under a new DMV system a "B" license or a "C" license would be needed.		
4. The amount of insurance (collision and liability) that is necessary to protect the center should an accident occur.		

Knowledge/Skills | Suggested Methods | Materials

5. The safety issue, including whether the children and driver are securely restrained and also whether the vehicle is mechanically safe.

6. The proper records are kept on file
   a. Verification of the annual inspection
   b. Copy of vehicle insurance policies
   c. A copy of the driver's license (or a list of the driver's license numbers) of each driver
   d. Copy of the vehicle registration and license tag number

VI. UNDERSTAND AND COMPLY WITH LOCAL, STATE AND FEDERAL LAWS AND REGULATIONS CONCERNING THE LIABILITY OF CHILD CARE CENTERS IN RELATION TO THE HEALTH AND SAFETY OF CHILDREN AND MAINTAIN RECORDS

Child care centers are entrusted with the care of many children from a variety of family backgrounds. Yet these families have one thing in common: they have entrusted their child to be cared for by that particular center and its staff.

If an accident occurs, involving one child alone or in conjunction with other children or members of the staff, the family may feel that it was unavoidable. On the other hand, the family may feel that a staff member was negligent. Negligence

The issue of liability may be approached by using a guest speaker - either an attorney or an insurance agent. As this may be complicated, it would be valuable to suggest to the speaker that the liability issue be discussed as it applies directly to child care. Also, case examples offered either by the speaker or by the class members could prove to be valuable illustrations.

Knowledge/Skills	Suggested Methods	Materials
is defined as "failure to use such care as the law requires under the particular circumstances which failure results in injury to another." The family may feel that no negligence occurred but may decide to sue for damages.		
It is for protection from such a charge involving the health and safety of the children and the staff that a child care center needs protection. This protection may take the form of special care and training, but it also usually involves some kind of insurance. If an accident occurs, the insurance policy is then available to help amend the losses or pay for damages.		
The various types of insurance that child care centers may choose have been previously discussed in Unit 3, Financial Management.		HANDOUT 4L: Insurance
Liability insurance will be discussed here in some detail as it is a major source of protection for child care centers. Liability insurance is defined as "insurance protecting the insured against claims for damages suffered because of the negligence of the insured."		HANDOUT 4M: Rights of Child Care Workers: Personal Liability
A. What are the elements of liability insurance that protect a center and its staff?		

Knowledge/Skills | Suggested Methods | Materials

1. There are two central elements of liability insurance.
    a. Cost of defense - the insurer will pay the lawyer's fee and expenses for representing the child care center for claims covered by the insurance policy. Normally, the insurer chooses the lawyer.
    b. Damages - the insurer will also pay any amount within the monetary limits and coverage of the insurance policy awarded to the injured person as damages or settlement agreed upon by the parties.
    c. Note that any deductible on the insurance policy may reduce the amount that the insurer pays for cost of defense or for damages. Also, claims for "punitive damages" are not covered by liability insurance.

2. If an accident does occur and a child is injured, who is liable (responsible)? This is determined initially by the employment relationship within the center. For example:
    a. Scope of authority - a staff person is hired to perform a variety of duties with expectations of how this performance

will occur. If the staff person's actions are consistent with expectations, then typically that person would not be held personally liable for any money damages paid to the injured person, so long as the amount of damages is within the limits and coverage of the insurance policy.

b. Respondent superior refers to the employer's being jointly responsible with the employee for the employee's wrongs. If the employee is engaged in appropriate work (within the scope of authority as previously discussed), then the employer is responsible for the monetary consequences of the employee's actions to the extent of insurance. Note that this does not cover or include people in the center who may be independent contractors, such as a consultant or accountant.

B. To what extent is the child care center liable to pay claims?

The business structure of the center may in some instances be an important factor.

1. For-profit centers and those organized as sole proprietorships

Knowledge/Skills	Suggested Methods	Materials

or partnerships are fully liable for all claims when it has been determined (usually through the courts) that the center was at fault or negligent.

2. Nonprofit centers and public centers may have their liability limited by either charitable immunity for the former or sovereign immunity for the latter. However, in North Carolina charitable immunity has been abolished by statute, so that nonprofit centers are subject to the same liability as for-profit centers. Also, sovereign immunity has been limited by North Carolina law in certain instances. It is essential to consult a lawyer with respect to these issues.

VII. UNDERSTAND, COMPLY WITH AND MAINTAIN RECORDS ON LOCAL, STATE AND FEDERAL LAWS AND REGULATIONS RELATING TO TAXES AND SOCIAL SECURITY

It is the legal obligation of each child care center to be aware of the local, state and federal taxes (including social security) that apply to their particular situation (public, private, profit or nonprofit).

These were discussed in detail in Unit 3, Financial Management, pp. 3.14 and 3.15.

Knowledge/Skills

Refer to that unit for information and pertinent handouts.

VIII. UNDERSTAND LEGAL IMPLICATIONS REGARDING ISSUES RELATED TO CHILD CUSTODY AND DEVELOP A POLICY FOR RELEASING CHILDREN FROM CENTER CARE

The issue of child custody may be a very complex issue, yet to a child care center administrator it is of immediate importance. For the director, the issue is who has the right to enroll and pick up a child. In attempting to understand child custody, the following items must be discussed: definition of terms, examples of typical custody arrangments and the center's responsibility to protect the child.

A. Definitions of terms that may be used in discussing custody issues

1. Legal custody - the right and responsibility of an individual or agency to make decisions, e.g., medical, educational, residential, on behalf of the child

2. Physical custody - the right and responsibility of an individual or agency to make decisions about immediate care on behalf of the child

For example, a parent may have

Suggested Methods

A group discussion may begin here by asking various members of the class to discuss experiences and/or problems they have had with child custody.

OR

A guest speaker from the protective services area of the local department of social services may be asked to come talk about the different issues involved in child custody.

OR

A panel of local community resource persons could discuss the custody issue. This panel could be made up of a representative of the department of social services, a lawyer, a police representative, a parent and a local child care center operator. The class may want to

Materials

Knowledge/Skills	Suggested Methods	Materials
legal custody of a child, but the child care center may have physical custody during the day. Or, in child abuse situations, the state may have legal custody, and a foster family may have physical custody.	make a list of questions that the panel should address.	
B. The most typical custody arrangements may be the result of separation, divorce, or abuse and/or neglect.		
1. A divorce decree or separation agreement will usually contain statements regarding the custody of children involved. These are legal documents and may be used by a center administrator as authority to enroll or release a child.		
2. An informal separation has no legal documentation and both parents have equal rights to physical and legal custody. Therefore, either parent may enroll and/or pick up a child.		
3. If a child is declared a ward of the state (as in an abuse and/or neglect case), a court order is issued stating who has which kind of custody. For example, a parent may have physical custody while the state has legal custody; or the state may have legal custody, a foster family may have physical custody, and the family may only have visitation privileges.		

Knowledge/Skills | Suggested Methods | Materials

C. In order to protect the enrolled children, a center should have in writing an enrollment and release policy. This policy should include a statement of who has custody of a child at enrollment time and a list of those people to whom the child may be released. Any available documentation (divorce decree, separation agreement, etc.) should be attached. The purpose of this policy is to protect the center, clarify the custody arrangement for the center administrator, and confirm the statements of the person who is enrolling the child. The copy of the policy that is given to the parent should emphasize that only those listed on the enrollment form are authorized to pick up the child.

There are two additional obligations of the center: the first is to act to protect the child, the second is to have a policy to follow when an unauthorized person does come to pick up a child.

1. It is important that the director keep in mind the issue of protecting the child. This usually will mean acting in accordance with the center policy and information on file such as separation agreement or divorce decree. The center director should not act as mediator or counselor but as the protector

Knowledge/Skills	Suggested Methods	Materials

of the child. After an immediate crisis has arisen and been solved, the director may want to investigate a particular custody issue through whoever enrolled the child and a court order.

2. There should be procedures for a center director to follow in the case of an unauthorized person arriving to pick up a child.
    a. Explain why this person may not pick up the child.
    b. Show the center policy so that the person does not feel they are being singled out.
    c. Contact the person or agency who does have custody and let them know that an unauthorized attempt was made to pick up the child.
    d. Call the police or sheriff's department if the unauthorized person becomes angry and/or dangerous. Remember the director's job is to protect the children and staff of the center.

D. Custody is a concern in signing medical consents and in lateness (parents tardy to pick up children).

Knowledge/Skills	Suggested Methods	Materials
1. The issue of medical consent is crucial. In the event of an accident, the center must have on file a signed statement by the child's parent or custodian stating what medical person to contact or what process to follow. The same issues discussed before apply here. The center director, unless there is documentation to the contrary, must rely on the word of the person enrolling the child.		
2. Lateness is handled by many centers with a fine to the parent. But the center still has physical custody of the child until an authorized person arrives. Center policies should spell out in detail what center response to tardiness is. To avoid liability, it is necessary to have the last teacher stay at the center with the child rather than taking the child to the staff person's home. The center should have a policy that specifies when the protective services unit of the county department of social services and/or the police or sheriff's department should be called. It should be explained to a parent and included in the center's policies that recurring lateness does jeopardize the child's enrollment at the center and can lead to a report of child neglect.		

Knowledge/Skills

IX. UNDERSTAND AND COMPLY WITH REGULATIONS REGARDING PUBLIC OR PARENTAL ACCESS TO CENTER RECORDS

The maintenace of records and the rights of privacy are issues that should be important to the director, especially because of the confidential nature of information on children and families and center personnel. Three types of records are discussed here: business, personnel, and children and family.

A. Business records are considered private property with access limited to board members, authorized personnel of the center and licensing authorities. If the center is part of a public agency (Head Start, for instance) the funding agency also has right of access to business records.

B. Personnel records are available to those who need to know the information they contain. An exception occurs when an adminstrator is approached for job references. While the director is allowed to share information from the personnel record, directors should (1) limit information to job history or (2) ask employee to sign a release so that employer may (or may not) reveal any and/or all information on file. Such a release does not totally relieve the employer of the burden of what to and not to tell.

Suggested Methods

A large group discussion on this issue might begin by asking those currently working in child care how different records are treated in their center.

1. Who has access?
2. Is there center policy on records?
3. Are some records kept under lock and key?

OR

After the group is divided into smaller groups, each might be asked to role play situations like the following:

1. Refusing access to family records by someone who claims that right but can't prove it;
2. Hearing an employee share private information gotten from someone's personnel record; and
3. Finding an employee going through family records of children not in his or her group.

Materials

Knowledge/Skills	Suggested Methods	Materials
C. Records on children and families are considered confidential and access is limited to family of the child, authorized staff, and any outside agency with legal authority (according to Family Educational and Privacy Act of 1974, also known as the Buckley Amendment). According to this amendment, confidentiality is required and access is limited except in cases of abuse and neglect where confidentiality is superceded and information about alleged abuse and neglect may be revealed under specified circumstances.		

How to Find and Use a Lawyer

by John Curran Ladd and Kathleen Murray

Child care centers, whether operated on a for profit or non-profit basis, frequently encounter situations where they require the services of a lawyer. They may need legal assistance to review a contract, to defend against the lawsuit of a fired employee, to develop a release slip, to file incorporation papers, or to sue a supplier of defective equipment. The purpose of this article is to provide suggestions on what to look for when hiring a lawyer, where to find good candidates, how to select the right lawyer for your particular needs and how to use the lawyer you select effectively.

What to Look For in a Lawyer

An important point to consider in setting out to find a lawyer for your center is that most lawyers are not generalists. While lawyers tend to come out of law school and the bar exams with similar backgrounds, they tend to quickly specialize. Therefore, you want to find a lawyer who has experience that will allow him to handle your problems in the most efficient fashion.

John Curran Ladd is an attorney with the San Francisco law firm of Steinhart, Falconer, and Morganstein. Kathleen Murray is an attorney with the Bay Area Child Care Law Project in San Francisco.

For your business needs, such as setting up a corporation, negotiating a contract or a lease, advising you on the legality of your personnel policies, the best lawyer you can find is someone who has experience serving similar business interests. If you are a non-profit organization, many of your legal problems will revolve around being a non-profit. You ought to find a lawyer who has served other non-profit organizations and knows the kind of annual reports that are needed and other pertinent information. If you cannot find a lawyer who has serviced other child care providers, you might think of people who serve nursing homes, small hospitals or other social service organizations similar to your own. If you are a profit-making

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corporation, you may be satisfied with a lawyer who has experience with other small businesses.

If you are sued, or wish to sue someone, then you have a litigation problem and ought to be looking for a lawyer who is familiar with litigation. Preferably this experience should be with the particular kind of litigation you have encountered--perhaps litigation involving an employee, litigation concerning a neighbor, or litigation to enforce a contract or an insurance claim.

Many law firms, of course, have lawyers who have many areas of speciality. One of the advantages of going to a firm is that you can continue to come back with a multitude of problems to one firm, and they will assign appropriate lawyers to handle each matter.

Compiling a List of Candidates

Once you have defined what you are looking for, how do you find that ideal lawyer? You should start by compiling a list of five to ten lawyers who you think might fit your criteria. Probably the best place to start is to talk to other providers. Ask them about lawyers they have used, how much they were charged, and how satisfied they are with the work. If you don't have other child care providers in the area who use lawyers, talk to people with businesses like yours. Talk to anyone who seems sufficiently sophisticated to find and recognize a good lawyer. Talk to your local resource and referral agency if you have one in your area.

In addition, you can call your local bar association. Most bar associations have lawyer referral services which you can find in the yellow pages of the telephone book under "Attorneys" or "Lawyers." What you should realize is that these referral services tend to work from lists of attorneys. In the larger cities, the lists are fairly sophisticated and are divided by specialty. If you tell the legal referral agency that you have a small litigation problem, they will have a list of litigators. If you tell them that you have an incorporation problem, they will have a list of business lawyers familiar with incorporation procedures. You should define your needs as well as you can to the referral agency so they can choose an appropriate lawyer. If you do not, they have a tendency to simply take the next lawyer off the list and assign you names, not quite at random, but close to it.

Screening the Candidates

After you've gone through that process and have a list of names, call the lawyers on your list. Describe your problem succinctly and ask if you can meet with them for a half hour to discuss the possibility of retaining them. You should ask them when you first call how much they plan to charge for that initial half hour consultation. You will find that some lawyers are willing to meet with you on a preliminary basis without charge in hopes of getting your business. Others will want to charge you for the time. You may wish to talk first to the lawyers who offer to meet with you free of charge. If you find one of them that meets your needs, you may not have to expend money talking to the others.

Try to have an initial meeting with at least three lawyers to discuss your problem. Each of the conferences will help sharpen your perception of the problem and will help you to define more clearly what kind of lawyer you want. This is time well spent. Make it clear to the lawyer during the initial conversation that you are planning only a brief meeting, and that shortly thereafter you will decide which lawyer to use. That is a common event in the lives of most lawyers who are in the business of selling their services and accustomed to the fact that they must meet with clients to convice them that they are the best lawyer for the client.

Once you have set up the initial interviews, you should prepare to use these interviews effectively. When lawyers are meeting with you, particularly when they are meeting free of charge, they are giving you their only salable commodity--their time. In respect for lawyers' time, it is important for you to think about how you will spend that time effectively. You should plan to start out by describing briefly the nature of your present legal problems and what you want a lawyer to do. That will require you to give some advance thought to what your problems are and why you're looking for a lawyer. Try to organize that information in a coherent package. If there are documents that are important to the issue at hand, such as a complaint, a summons, a lease or a contract, bring them with you.

After you define your problem, ask the lawyer about his prior experience. Ask him to describe what kind of problems similar to yours he has handled. You may, if you have an incorporation, ask the lawyer if he has done any incorporations recently. If so, ask him for what type of businesses they have been done. Don't hesitate to ask a lawyer fairly specific questions, particularly ones that can be definite. It's difficult to answer a question as to whether you consider yourself a good lawyer or a great lawyer. It's easy to answer questions such as: "How many lawsuits have you tried in the last five years?" or "How many organizations have you incorporated in the last five years?" or "How many license revocation proceedings have you handled in the last five years?" Those kinds of specific questions can be answered sensibly by a lawyer and will give you some basis for choosing among those three or six lawyers that you interview.

You should also ask the lawyer how she plans to charge for the work. Some lawyers will charge you a fixed fee for a given piece of work. Much more frequently lawyers will charge you on an hourly basis. They will feel free to tell you in most cases how much they charge per hour; and ususally, if pressed, they will give you a general estimate of how many hours they think will be involved in a particular matter.

Another important cost issue to raise is the question of what additional costs a lawyer may charge you. Almost any lawyer will charge you for anything the lawyer has to spend outside the office--filing fees, deposition fees, matters like that. There is some difference among lawyers, however, as to how much of their internal charges they charge to you. A few firms, for example, will charge for secretarial time. If there is a long letter that needs to be typed for you, you will get a separate statement, in addition to the lawyer's time, for the secretarial time. Other firms do not charge for secretarial time and simply make up the money necessary to pay a secretary out of the hourly rate charged by the lawyer. Some firms will charge you for postage; some will not. You should ask the lawyer about what kind of charges they contemplate in your case; and again, ask for an estimate of those charges.

In addition, you should ask the lawyer to describe how she plans to solve your problem. You should not expect a lawyer to know exactly what will be done; but ask the lawyer for her first impression of how that type of matter should be handled. This will give you some idea of whether this is the kind of lawyer that you think has the kind of approach that you feel comfortable with.

Making the Decision

Once you have completed the interviews, you have to decide which of those lawyers you are going to use, or, indeed, whether you are going to look for some others to interview because you didn't like any of them. There are several additional considerations worth mentioning at this point.

First, you should not select a lawyer you don't trust--even if he or she is the least expensive among those you've talked to. It does not help to get advice that you then disregard. For example, a business lawyer may help you set up your corporation and give you advice as to what to do. You will find that if you don't trust that lawyer, you simply won't follow her advice; and, as a result, you've paid for nothing.

A second point to consider in selecting your lawyer is that a lawyer with a higher hourly rate may still be the better lawyer for you if they can do the work in a more efficient fashion. Most lawyers charge by the hour; and many lawyers, particularly those who don't charge you separately for their internal office costs, will have rates that sound to you very very high. It is not at all unusual to find lawyers charging in excess of $100 an hour. One should not, of course, pay $100 an hour to a lawyer who is doing a problem for the first time. One does not pay $100 an hour for someone who is educating himself in the case.

On the other hand, a lawyer who is experienced in that matter, who is able to do a job in a half an hour that another lawyer would take all day to do, a lawyer who has good clerical facilities so he doesn't spend part of the time at $100 an hour typing a letter, a lawyer who has a good file of applicable forms, may very well be worth rates that are substantially more than the other rates. I think you will find, if you talk to lawyers in the community, that they will not differ in their rates by a factor of more than say three to one. If you talk to six lawyers you may find one at $30 and one at $100. It is very conceivable that with most legal problems, a really experienced lawyer can handle a matter in one-third the time required by a novice. So you have to really compare the hourly rates and the amount of experience that lawyers have.

Finally, once you have made the selection of a lawyer, you should have spelled out in advance, how you will be charged. You should request the lawyer to send you a letter explaining what she intends to do for you and how she will bill you for this. If you get into a fee dispute with your lawyer, you may find that your working relationship will go sour. It is very important to secure in advance a written agreement on the task expected to be accomplished and the fee arrangement.

Using Your Lawyer Effectively

Now that you've selected your lawyer, how can you utilize him to your best advantage? There are a number of pointers to keep in mind:

- Respect your lawyer's time. It is all that he or she has to sell. If you are talking to a lawyer, you are paying. You have to realize that every time you talk to that lawyer, everytime you ask that lawyer to send you a letter, every time you ask that lawyer to read a letter, you are paying for that time. It may cost anywhere from $7 to $25 for a lawyer to have a 15-minute telephone conversation with you. It may cost that much for an explanatory letter. Try to protect the lawyer's time, because that's what they're selling after all. If you are dealing with a volunteer lawyer, that rule applies even more strongly. The paying client is usually motivated to respect the lawyer's time. The volunteer lawyer frequently finds himself working with a client who does not respect his time, which is very annoying from the lawyer's point of view. Just as I expect to be professional with my clients, I expect my clients to be professional with me.

- Prepare for meetings with your lawyer. If you're going to have a meeting with your lawyer to discuss a problem, think through the problem in advance. Think through the facts. Do as much of your own investigative work as you can. If you've got any forms that have to be filled out, complete them in draft yourself as best you can. Don't ask your lawyer to spend his time asking you for your name and address and your social security number. Similarly, when you go to the meeting, make sure you bring any relevant papers along with you. That's going to help the lawyer work for you more quickly and more efficiently.

- Ask your lawyer to keep you informed on the progress of matters she is working on for you. But you ought to allow the lawyer to do it at her own pace and in her own way. It costs money to write letters; it costs money to write letters to you as a client just as it costs money to write letters to your opponent. Frequently the best way to keep informed of the case is simply to ask the lawyer to send you copies of everything the lawyer sends to someone else. Then you can keep up-to-date on what's being done. Don't expect the lawyer to necessarily send you a letter every week explaining what has happened that week unless you're prepared to pay for that letter.

- Ask you lawyer to bill you on a monthly basis, and request that the bill include a description of the services performed. That's going to inform you on a monthly basis of what the lawyer is doing for you and what it's costing to do that. If you think the lawyer is going overboard, or if you think he is ignoring some things that should be handled, a description of his services for the month will help calrify this and will provide you with a basis for bringing your concerns to his attention. You should ask the lawyer to include in the monthly bill a statement of how it was computed. If your agreement was that you would pay $50 an hour, the bill should state that so many hours were spent and that the number of hours worked times $50 is the amount of your bill. Once you get your bill, if the bill seems incorrect, complain about it promptly. If your lawyer is doing something you don't like, and you get a bill on February 15 for something that was done in January, he's probably still doing it. If you wait until the middle of March before you complain about it, you're going to be paying for an extra month and a half of that action. Call him and get it clarified immediately.

- Make proper use of your lawyer's advice. Lawyers will customarily make day to day decisions involving the legal processing of your matter, but there will come times when you have to make some choices. For example, in a lawsuit you will have to decide how to settle the suit; in the review of a contract, you will have to decide whether or not to accept a certain provision the other side demands. When your lawyer refers that kind of decision to you, ask for his or her advice. Ask the reasons for that advice, and the advantages and disadvantages of the alternatives. If it is an important decision, take some notes during the discussion. Once you have all the information you need, think about it by yourself. Think about your lawyer's advice and whether or not you can follow it. Make the decision promptly, but make it privately.

In general you should follow your lawyer's advice unless it really violates your sense of the situation. You've hired your lawyer as a professional, and you should be able to trust her judgement within her area of expertise. If you find that you must act contrary to your lawyer's advice regularly, or if you must act contrary to your lawyer's advice on something significant, you should think about changing lawyers. If you don't trust your lawyer well enough to follow her advice, you are probably not spending your money well.

This article was adapted from the tape "How to Find and Use a Lawyer" prepared by the Bay Area Child Care Law Project. This tape and two others, entitled "Liability and Insurance for Child Care Providers" and "Employer-Employee Relations," are available for $10 each, or all three for $25, from the Law Project, 9 First Street, Suite 803, San Francisco, CA 94105.

LICENSES, TAXES AND OTHER REQUIREMENTS FOR GOING INTO BUSINESS

Note: Different kinds of businesses require different licenses. You will not need to contact every office on this list!

Local licenses and local business tax
Local City Hall

County licenses and county business tax
Local County Courthouse

Corporation Charter (only if you wish to incorporate)
Corporations Division
N. C. Secretary of State
116 W. Jones Street
Raleigh, NC 27603
(919) 733-4201

State Sales and Use Tax
Sales & Use Division
N. C. Dept. of Revenue
P. O. Box 25000
Raleigh, NC 27640
(919) 733-3661

North Carolina Assumed Name Act (for partnerships which do not use the name of principals)
Register of Deeds
County Courthouse
County in which business is located

State Retail License
Sales & Use Division
N. C. Department of Revenue

State Wholesale License
Sales & Use Division
N. C. Department of Revenue

Corporate Income Tax (Secretary of State forwards notice to this office when you incorporate)
Corporate Income & Franchise Tax Division
N. C. Department of Revenue
P. O. Box 25000
Raleigh, NC 27640
(919) 733-3166

Franchise Income Tax (for incorporated franchises only)
Corporate Income & Franchise Tax Division
N. C. Department of Revenue

Intangibles Tax
Intangibles Tax Division
N. C. Department of Revenue
P. O. Box 25000
Raleigh, NC 27640
(919) 733-4147

N. C. Employer Withholding Account Number
Individual Income Withholding Tax Division
N. C. Department of Revenue
P. O. Box 25000
Raleigh, NC 27640
(919) 733-4626

Privilege Licenses (check to see if your business is one which requires a privilege license)
License & Tax Division
N. C. Department of Revenue
P. O. Box 25000
Raleigh, NC 27640
(919) 733-3673

Workmen's Compensation
Insurance Agent/Agency of Your Choice

Unemployment Insurance
Employment Security Commission of N. C.
P. O. Box 25903
Raleigh, NC 27611
(919) 733-3098

Federal Employer Account Number (for withholding & FICA)
Taxpayer Service Division
U. S. Internal Revenue Service
320 Federal Place
Greensboro, NC 27401
(toll free) (800) 822-8800

Federal Employee Health & Safety (for information or what may be required for your business)
U. S. Department of Labor
Local Office (see U.S. Govt. in local telephone directory)

State Employee Health & Safety (for information on what may be required for your business)
OSHA Division
N. C. Department of Labor
4 West Edenton Street
Raleigh, NC 27601
(919) 733-4880

State Hour & Wage Requirements
State Employment Standards Division
N. C. Department of Labor
(919) 733-2152

Federal Wage & Hour Laws
U.S. Department of Labor
Local Office (see U.S. Govt. in local telephone directory)

Boiler Inspection
Boiler Inspections Division
N. C. Department of Labor
(919) 733-3034

Elevator Inspection
Elevator Inspections Division
N. C. Department of Labor
(919) 733-7394

Mine & Quarry Inspection
Mine & Quarry Inspections Division
N. C. Department of Labor
(919) 733-7428

License for Private Employment Agency
Private Employment Agency Division
N. C. Department of Labor
(919) 733-4895

Federal Alcoholic Beverage Sales Permit
Local County ABC Board

Food Handlers Inspection
Local County Health Department

Federal License for Firearms & Ammunition
U. S. Internal Revenue Service
Alcohol, Tobacco, Firearms Div.
316 East Morehead Street
Charlotte, NC 28202
(704) 372-0711

Day Care Licensing Law
Office of Child Day Care Licensing
Blue Ridge Road
Raleigh, NC 27612
(919) 733-7366

Notary Public Commission
Notary Public Division
North Carolina Secretary of State
(919) 733-3406

Building Inspection
Local City Hall or County Courthouse

Fire Prevention Inspection
Local Fire Department

Zoning Information
Local City Hall or County Courthouse

Sign Permits
Local City Hall or County Courthouse

Postal Information
Local Post Office

State Highway Driveway Access
Local District Engineer, North Carolina Highway Commission (or, if unknown)
District Engineer
Department of State Transportation
Post Office Box 25201
Raleigh, NC 27611
(919) 733-7759

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PRESCHOOLS UNDER THE FAIR LABOR STANDARDS ACT

The Fair Labor Standards Act contains minimum wage, equal pay, overtime pay, recorokeeping requirements, and child labor standards. This pamplet provides general information concerning the application of this Act to employees of preschool centers.

The Act is administered by the U.S. Department of Labor's Wage and Hour Division. If you have specific questions about the statutory requirements, consult the nearest office of the Division for answers to your questions. Offices are listed in the telephone directory under Department of Labor in the U.S. Government listing.

GENERAL STATEMENT

The Education Amendments of 1972 (amending the Higher Education Act of 1965), amended the Fair Labor Standards Act and extended enterprise coverage to all activities performed in connection with the operation of a preschool (whether public or private or whether operated for profit or not for profit) regardless of the annual dollar volume of the institution, provided there are in the enterprise employees engaged in commerce or in the production of goods for commerce, including employees who handle, sell or otherwise work on goods which have been moved in or produced for such commerce.

This condition for coverage under the Act is met if the enterprise has two or more employees whose duties regularly include work related to ordering or receiving materials or supplies used in its operations such as food, books, toys, etc., from other States, or handling, selling, or otherwise working on such goods which have originated outside the State. (Note: Any establishment which has as its only regular employees members of the owner's immediate family is not considered an enterprise under the Act).

A preschool is any enterprise as discussed above which provides for the care and protection of infants or preschool children outside their own homes during any portion of a 24-hour day. The term "preschool" includes any establishment or institution which accepts for enrollment children of preschool age for purposes of providing custodial, educational, or developmental services designed to prepare the children for school in the years before they enter the elementary school grades.

This includes day care centers, nursery schools, kindergartens, head start programs and any facility primarily engaged in the care and protection of preschool children.

Employees of preschools employed at central locations where the operations of the centers are administered or serviced and whose work involves duties in connection with the operation of the centers are within the coverage of the Act. For example, coverage extends to clerical workers performing duties in connection with the purchasing or distribution of supplies or equipment for the centers, and to mechanics servicing vehicles or other equipment used in the centers' operations.

OVERTIME

The Fair Labor Standards Act requires the payment of at least one and one-half times the regular rate of pay to covered, nonexempt employees after 40 hours of work in a workweek. The employer may make the wage or salary payment at other regular intervals; such as every two weeks, every half month, or once a month. What the Act does require is that both minimum wage and overtime pay must be computed on the basis of hours worked each workweek standing alone. The employer cannot average the hours of work over two or more workweeks.

Overtime pay must normally be paid on the pay day for the pay period in which it is worked. Overtime hours may not be accumulated and taken off at any time subsequent to the period in which it is worked.

The regular rate for an employee paid solely on an hourly rate is the employees' hourly rate. One and one-half times this rate must be paid to covered, nonexempt employees after 40 hours of work in a workweek.

For an employee who is paid a salary for a specified number of hours a week, the regular rate is obtained by dividing the weekly salary by the specified hours. One-half this rate is due the employee for each hour over 40 up to the specified number of hours, after which time and one-half the regular rate is due. If a salary is paid as straight time pay for whatever number of hours is worked in a workweek, and is large enough to provide pay at or above the minimum wage rate for the longest week worked by the employee, the regular rate is obtained by dividing the salary by the total hours worked each week. One-half this rate is due for all hours worked in excess of 40 in the workweek. If a salary is paid on other than a weekly basis, the weekly pay must ordinarily be determined in order to compute the regular rate and overtime pay. For instance, if the salary is paid for a half month, multiply the salary by 24 and divide the product by 52 to get the weekly equivalent. A monthly salary should be multiplied by 12 and the product divided by 52.

HOURS WORKED

An employee is subject to the Act in any workweek must be paid in accordance with its provisions for all hours worked in that workweek. In general, hours worked includes all the time an employee is required to be on duty or on the employer's premises or at a prescribed workplace, and all the time during which the employee is suffered or permitted to work for the employer, including any work performed at home by clerical employees.

EXEMPTIONS

Executive, administrative, and professional employees: Employees employed in a bona fide executive, administrative, or professional capacity (including any employee employed in the capacity of academic administrative personnel or teacher in elementary or secondary schools), as defined in Regulations, Part 541, are exempt from the minimum wage and hours provisions of the Act but are covered by the equal pay provisions.

While preschools engage in some educational activities for the children, employees whose primary duty is to care for the physical needs of the children would not ordinarily meet the requirements for exemption as teachers. This is true even though the term "kindergarten" may be applied to the ordinary day care center. However, bona fide teachers in a kindergarten which is part of an elementary school system are still considered exempt under the same conditions as a teacher in an elementary school.

RECORDS

Employers are required to keep records on wages, hours, and other items listed in the recordkeeping regulations (Regulations, Part 516). No particular form of records is required. Time clocks are not required, but all hours worked each workday and the total hours worked each workweek must be recorded in some manner for nonexempt empolyees. Records of the required information must be preserved for 3 years.

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division

LEGISLATION RELATED TO EMPLOYER/EMPLOYEE MATTERS

Prepared by the
Training for Child Care Project
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

May day care centers are unaware of legislation which governs their actions related to employees. This is understandable because there is a long list of possible laws which may or may not apply to a particular center depending on whether it is a for-profit or not-for-profit organization, whether it is affiliated with a unit of government or higher education, and whether the center has a federal contract to provide a service. Furthermore, confusion often exists at the enforcement level where the law and implementary regulations are interpreted. The Training for Child Care staff has found varying interpretations of how a law applies to a day care setting within a single state and even among enforcement staff in the same office. This is discouraging but it must be realized that public intervention in certain aspects of the American worklife, most notably in the civil rights and health and safety areas, has only taken a major step forward in the last few years. Confusion and perhaps even overreaction accompany most social changes and we are still in that period.

Under these circumstances, a day care program wishing to understand all its legal responsibilities can be caught in a dilemma. Programs have been known to contact a federal or state agency to inquire about the applicability of a particular law to their situation, only to find out that their question had never been asked before. However, now that the issue had surfaced, the agency, with very little appreciation of the specific

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nature of day care might make an interpretation consistent with how the law applies to some large industrial setting. Then, the day care program finds itself having to choose between fighting a very large inflexible public enforcement body or accepting a questionable ruling which may add considerable unnecessary cost in time or money. In this case, more than one day care center has asked itself whether it would have been better to remain blissfully ignorant just a little bit longer.

This is not to suggest that programs should evade laws or regulations with which they disagree, but it is an acknowledgement that the "real world" is less perfect than the ideal world in which the law was written. The day care program has the right to question interpretations of the law and implementing regulations; to ask that the opinion of more than one local level enforcement person be used in rendering a judgment; and to find out whether the same law is being interpreted the same in other communities as it is in the local area. These rights are a legitimate check and balance process available for your use.

Before reviewing the following list of personnel related laws which apply to day care, it should be noted that information on this subject is likely to become outdated relatively quickly. New laws, amendments to existing laws and administrative rulings could change the circumstances related to a particular day care center very much in the next few years. Therefore, the reader should consider the information a general guide, correct at the time of writing the article (June 1978) and a basis to begin an inquiry into the current situation.

I. EQUAL EMPLOYMENT LEGISLATION

Civil Rights Act of 1964 - Title VII (As Amended by Equal Employment Opportunity Act of 1972)

1. Level of Government: Federal

2. Definition of Employer: All private employers of 15 or more persons, all educational institutions (public and private), state and local governments. It does not cover employees or applicants to the Federal government.

3. Basic Provisions: Prohibits discrimination because of race, color, religion, sex or national origin in any term, condition or privilege of employment. This applies both to applicants for jobs and employees.

4. Responsibilities of Employer: The employer must remove "artificial arbitrary and unnecessary barriers to employment" in practices and policies of recruitment, selection, placement, testing, systems of transfer, promotion, seniority, lines of progression, and other basic terms and conditions of employment. All employers must post a notice about the filing of charges. Private employers of 100 or more must file an annual report (EEO-1) on racial, national origin and sex composition of their work force by occupational category.

5. Source of Further Information: U.S. Equal Employment Opportunity Commission, 2401 E Street, N.W., Washington, D.C. 20506.

The Equal Pay Act of 1963 (as amended)

1. Level of Government: Federal

2. Definition of Employer: All employers subject to the Fair Labor Standards Act.

3. Basic Provisions: Employer must provide equal pay for men and women performing similar work. Coverage extends both to hourly employees and executive, administrative and professional employees.

4. Source of Further Information: U. S. Equal Employment Opportunity Commission, 2401 E Street, N.W., Washington, D.C. 20506.

The Age Discrimination in Employment Act of 1967 (As amended by the Age Discrimination in Employment Act of 1978)

1. Level of Government: Federal

2. Definition of Employer: Employers of 25 or more persons.

3. Basic Provisions: Prohibits discrimination against persons age 40-65 in any area of employment. (The 1978 amendments will increase the maximum age to 70 beginning on January 1, 1979.)

4. Source of Further Information: U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Washington, D.C. 20210

Executive Orders 11246 and 11375

1. Level of Government: Federal

2. Definition of Employer: Federal Contractors and Subcontractors

3. Basic Provisions: Requires an Affirmative Action Program by all Federal contractors and subcontractors with a contract of $10,000 or more. The term "contract" does not include "grants" but it is advisable for employers with federal "grants" to comply also.

4. Responsibilities of Employer: Must file an annual report (FED-1). Firms with contracts over $50,000 and 50 or more employees must develop and implement a written program.

5. Source of Further Information: Employment Standards Administration, Office of Federal Contract Compliance Program, Third and Constitution Avenues, N.W., Washington, D.C. 20210.

Rehabilitation Act of 1973 - Section 503

1. Level of Government: Federal

2. Definition of Employer: Federal Contractors and Subcontractors

3. Basic Provisions: Prohibits job discrimination because of a handicap and requires affirmative action to employ and advance in employment qualified handicapped workers. Any contractor of $2,500 or more must comply.

4. Source of Further Information: Employment Standards Administration, Office of Federal Contract Compliance Program, Third and Constitution Avenues, N.W., Washington, D.C. 20210.

Vietnam Era Veterans Readjustment Assistance Act of 1974 - Section 402

1. Level of Government: Federal
2. Definition of Employer: Federal Contractors and Subcontractors
3. Basic Provisions: Prohibits job discrimination and requires affirmative action to employ and advance in employment:
   (1) qualified Vietnam era veterans during the first four year after discharge;
   (2) qualified disabled veterans throughout their working life if they have a 30 percent or more disability.
4. Source of Further Information: Employment Standards Administration, Office of Federal Contract Compliance Program, Third and Constitution Avenues, N.W., Washington, D.C. 20210.

Department of Treasury - Internal Revenue Service Ruling (Published in Federal Register, Volume 46, #233, Tuesday, November 18, 1975)

1. Level of Government: Federal

2. Definition of Employer: Private schools applying for tax exemption under section 501 (c) (3) of the Internal Revenue Code of 1954.

3. Basic Provisions: School that does not have a racially nondiscriminatory policy as to students does not qualify as an organization exempt from Income Tax. A school must show affirmatively that it has adopted a racially nondiscriminatory policy as to students, that this is made known to the general public and that since the adoption of that policy it has operated in a bona fide manner in accordance with this policy.

4. Responsibilities of Employer: Record keeping requirements include, among other things, records indicating the racial composition of student body, faculty and administrative staff.

State and Municipal Laws

Comment: There are many state and municipalities which have passed laws related to employment discrimination.

II. WAGE AND WORKING CONDITION LEGISLATION

The Fair Labor Standards Act of 1938 (As amended by the Education Amendments of 1972)

1. Level of Government: Federal

2. Definition of Employer: All employers of enterprises having workers engaged in interstate commerce. Some employees of state or local government may not be covered by the wage and overtime provisions. All preschools whether public or private or whether operated for profit or not. (Any establishment which has as its only employee members of the owner's immediate family is not covered by the act.)

3. Establishes a minimum wage, equal pay, overtime pay, record keeping requirements and child labor standards. Bona fide executive, administrative or professional employees are exempt from the minimum wage and hour provisions of the act.

   It does not require (1) vacations, holidays, service or sick pay; (2) a discharge notice or reason for discharge; (3) rest periods, holidays off or vacation; (4) premium pay holiday work; (5) pay raises or fringe benefits; (6) a limit on hours of work for employees 16 years of age or older.

   Minimum wage rate is: Beginning 1/1/78 - $2.65/hr.
   1/1/79 - $2.90/hr.
   1/1/80 - $3.10/hr.
   1/1/81 - $3.35/hr.

4. Responsibilities of Employer: Employers are required to keep records on wages, hours and other items. Employers must display a poster which outlines the Act's requirements. Punishment for violation of FLSA may be in the form of a fine not to exceed $10,000 for the first offense or a fine and a prison term not to exceed six months for a second violation. A two-year statute of limitations applies to wage suits involving non-willful violators; three years is the period for willful violation.

5. Source of Further Information: U.S. Department of Labor, Employment Standards Administration, Office of Federal Contract Compliance Program, Third and Constitution Avenues, N.W., Washington, D.C. 20210.

The Federal Wage Garnishment Law (Title III of the Consumer Credit Protection Act)

1. Level of Government: Federal

2. Definition of Employer: All employers.

3. Basic Provisions: It sets restriction in the amount of an employee's earnings that may be deducted in any one week through garnishment proceedings and on discharge from employment by reason of garnishment. The law does not change most garnishment proceedings established by state law, nor does it annul or affect any provision of a state law that provides greater restriction on garnishments than under federal law.

III. EMPLOYEE BENEFIT AND INSURANCE LEGISLATION

Federal Unemployment Tax Act of 1939/The Social Security Act of 1935 (as amended)/Individual State Laws Related to Unemployment Insurance

1. Level of Government: Federal and State.

2. Definition of Employer: A for-profit corporation who employs one or more workers for at least one day in each of 20 weeks in a calendar year or who has a payroll or $1,500 in a calendar quarter must participate in the federal and state program.

   A nonprofit corporation who employs four or more workers 2 weeks in the current or preceding calendar year does not participate in the federal program but must participate in most state programs. Employees of a church, association of churches or schools other than institutions of higher learning are not covered.

   Employees of state or local government may or may not be covered depending on state legislation.

3. Basic Provisions: Provides benefits (the amount varies depending on individual state laws) to unemployed individuals provided that claimants have a bona fide attachment to the labor force (established by the amount of wages earned in or number of weeks worked in the year preceding the initial claim) and that claimants be able to work,

available for work and making a reasonable effort to find suitable work.

4. Source of Further Information: The state agency appointed to administer this law is usually the Department of Labor or Employment Security.

Social Security (Social Security Act of 1935 and Federal Insurance Contributions Act)

1. Level of Government: Federal

2. Definition of Employer: Employers who are units of federal, state or local government may choose to participate or not.

   All private for-profit corporations must participate.

   A self-employed individual must participate. (This would include a sole proprietor day care service.)

   A not-for-profit corporation may choose to participate or not.

3. Basic Provisions: Provides retirement, survivor and disability benefits to eligible employee and self-employed individuals.

Employee Retirement and Income Security Act of 1974

1. Level of Government: Federal

2. Definition of Employer: Private Plans administered by an employer, an employee organization or both are covered

   Governmental plans, church plans that do not elect coverage and certain other exceptions are exempted from inclusion.

3. Basic Provisions: The law is designed to regulate (1) employer welfare benefit plans and (2) to regulate employee pension plans.

   (1) A welfare benefit plan is defined as "any plan, fund or program" established for the purpose of providing medical, surgical, or hospital care or benefits, or benefits in the event of sickness, accident, disability, death or unemployment benefits.

   (2) A pension benefit plan is defined as "any plan, fund or program that (a) provides retirement income to employee or (b) results in a deferral of income to employees for periods extending to the termination of covered employment or beyond.

   Note: By administration regulation unfunded welfare plans and certain insured welfare plans which cover fewer than 100 participants are exempted from some of the reporting and disclosure requirements for welfare plans. This should include most day care programs because they have fewer than 100 employees. All pension benefit plans are subject to the reporting and disclosure requirements, however.

4. Responsibilities of Employer: In general the law (a) requires a series of reporting and disclosure of activities (b) establishes standards for the conduct of a plan administrator (fiduciary) (c) establishes appeal requirements for employees denied benefits (d) establishes standards for guaranteed participation in benefit programs after a certain length of service and attained age (e) establishes standards for vesting of benefits (f) establishes standards related to the funding of plans and (g) provides a mechanism for protection of pension benefits when business failure or merger results in the termination of a plan.

5. Source of Further Information: U.S. Department of Labor, Labor Management Services Administration, Office of Employee Benefits and Internal Revenue Service and Pension Benefit Guaranty Corporation.

IV. EMPLOYEE HEALTH AND SAFETY

Occupational Safety and Health Act of 1970

1. Level of Government: Federal

2. Definition of Employer: Any for-profit or not-for-profit organization in any business affecting commerce. State and municipal government agencies are required to participate if their state has an approved plan for carrying out the provision of the act.

3. Basic Provisions: Requires that employers shall furnish employment and a place of employment free from recognizable hazards that are causes or are likely to cause death or serious harm. Requires that employees comply with all standards issued under the act that apply to his own actions and conduct on the job. Key OSHA standards that apply to day care settings relate to drinking water, exits and exit signs, fire doors, fire protection procedures, lighting, lunchrooms, medical services and first aid, railings, stairs, storage, toilets, trash and wash facilities.

4. Responsibilities of Employer: Any private employer with 7 or more full or part-time employees during the previous calendar year must keep records. They include (OSHA #100) a record of any recordable employee accident, a supplementary report (OSHA #101--or an appropriate substitute form) which must be filed within 6 working days after learning of an employee accident and (OSHA #102) a summary report which must be completed at the end of each calendar year. These records must be maintained at each work place and do not need to be forwarded to OSHA unless specifically requested.

5. Source of Further Information: U.S. Department of Labor, Occupational Safety and Health Administration

   Information can be obtained in General Industry-OSHA Safety and Health Standards Digest, available from U.S. Government Printing Office, Washington, D.C. Publication #029-016-00027-5, Price $1.05.

V. INCOME TAX WITHHOLDING

Federal Income Tax

1. Level of Government: Federal
2. Definition of Employer: All employers.
3. Basic Provisions: To serve as the agent of the federal government in the collection of employee income taxes.
4. Responsibilities of Employer: Responsibilities include withholding tax and depositing it in federal depository bank, furnishing each employee copies of Form W-2 "Wage and Tax Statement" for himself and each taxing jurisdiction, and furnishing a copy of Form W-2 to the Internal Revenue Service.

   It should be noted that failure to forward tax money to the U.S. government is a criminal offense. The party or parties responsible, whether a day care director, owner of a for-profit center or Board member of a not-for-profit center, can be criminally prosecuted.

State or Municipal Income Tax

Comment: Many states and municipal units of government also require that the employer serve as their agent in the withholding of income taxes.

Bill
of
Rights

Rights of Child Care Workers: Hours and Benefits

by Nancy Cannon

Rights and concerns related to employee hours and benefit programs are addressed in this article. This is the second in a series of four articles which will explore the legal and human rights issues facing people who work in child care settings. Comments are welcome.

Note: The Fair Labor Standards Act Does NOT Require...

The federal Fair Labor Standards Act articulates many different rights in the workplace. State labor laws have drawn heavily on the federal law in revising and amending their individual labor statutes over the years. In the area of hours and benefit programs, intervention in the employer-employee relationship ranges from definitive stipulations about overtime to an absence of regulation regarding paid vacation or sick leave. It is clear that, while wage and salary issues (addressed in the first article in this series) may often be paramount in the work life of a child care employee, legal protections relating to hours, leave, employee benefits programs are equally as significant at times. One major distinguishing factor may be that employees who do understand their problems with pay and the role which they can play in increasing their income (e.g. asking for a raise) do not necessarily recognize that issues of benefits and hours are also susceptible to negotiation or litigation. The laws are complex. Sorting though statues which govern these rights often entails an investigative

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search through several state and federal agencies. The following discussion is a brief overview of some of the key changes and discrepancies in laws (as enacted and as enforced) which govern employee work hours and access to benefit programs.

First, a qualifying comment: although certain safeguards are guaranteed by law, the application and enforcement of federal mandates and of model policies vary from state to state. Too, for a few laws which have recently been impacted through litigation or administrative revision, there is more interpretive opinion available right now than there is specific information. The imminent statutory or administrative changes are identified below.

Hours: A Day Is Eight Hours...But a Workweek Is a Workweek

At a child care center, when an employee inquires of another, What are your hours?" the responses could range from the mundane to the exploitative. One could be told that, "I work forty hours a week...unless attendance is low; and then I have to stay home;" or "I work whenever they call me;" or "I work full time, often confer with parents in their homes on weekends, and attend night parent meetings every month!" How much of this is legal, and how much of it is "accepted practice?"

In federal and state labor statutes, the employer is required to establish a workweek; this can consist of any seven day period, as long as it remains the same seven days thereafter. In this period, an employer cannot ask employeed to work more than forty hours without providing overtime pay. California, Massachusetts, Hawaii and New York have overtime rates of one and one-half time for extra hours worked. While an average work day is legally eight hours, an employer may be free to ask an individual to work more than eight hours one day and not be required to pay overtime premium rates unless that person works over forty hours in that workweek. How does the employer avoid paying overtime? In child care, directors regularly offer an exchange--"compensatory" time off in lieu of overtime pay. While this is common practice, it may not be universally understood that federal and state laws require that the employee take the "comp" time within the same workweek.[1]

An Unenlightened Practice

Requesting that staff attend parent meetings and conferences after working hours is standard practice. At times, employees are even made to feel that the failure to show up means the loss of a job. If an administrator is unwittingly defining these extra hours as "volunteer" time, the employee could have a legitimate claim to overtime pay (and to back wages for other "volunteer" hours). Technically, working at night as a part of the child care staff person's role is just that--work. Unless compensatory time is given on an hour-for-hour basis, non-exempt employees, the law says, must be reimbursed for all hours actually worked.

On a positive note, more equitable practices have been instituted in some centers when it was found to be necessary to hold after-hour meetings. Putting into writing the internal procedures being used to guarantee employees their rights may be preferable, in that it provides a safeguard against capricious or arbitrary demands being made of staff members at a later time. Not only do written procedures guard against discriminatory practices, they also help to insure that the daily program operation is not disrupted whenever a staff person takes earned compensatory time. Finally, random, albeit benevolent, offers of a few hours off following a night meeting will remain the employer's favor...not an employee's right.

An Expedient Practice

It is not uncommon to find that administrators of some programs must regularly call staff members to tell them not to come in to work when attendance is low. This practice is a violation of employee rights only if the employee has been (a) previously guaranteed a certain number of hours (e.g. in an oral or written contract with the center), (b) discriminated against, (c) working already in the center that day and the state law mandates that anyone coming in to work must be paid for a minimum number of hours.[2]

Breaks

Rest breaks were originally designed only for women. Prior to the enactment of Title VII of the Civil Rights Act of 1972, state labor laws provided breaks mainly for women. Indeed, industrial workplaces frequently used the required "break period" as a rationale for precluding women from certain job classifications (e.g. arguing effectively that the whole crew could not stop every two hours while a woman 'rested'). Today, federal and state laws do not specify requirements for breaks. To be in compliance with Title VII, however, a workplace must give breaks to all if it provides them for even one person. Also "accepted practice"--a viable argument in labor hearings--is to give brief rest breaks and the minimum of thirty minutes at meal times. Moreover, breaks may not be subtracted from the employee's paid worktime unless s/he is given over thirty minutes and is free to do as s/he pleases (e.g. leave the center) during that time.[3]

Benefits

Many employee benefits derive from specific provisos in state labor statutes. With the exception of Social Security, all of the benefits to be described are administrated and adjudicated by state agencies. It seems in the field of child care, which employs a high percentage of young women,[4] most employees are disinterested in social security and pension programs. On the other hand, because it is an "unreliable' occupation in funding terms, more people are concerned about unemployment insurance. Maternity benefits are another favorite topic!

Social Security: How It Works

Nine out of ten workers in the US are earning protection under the federal Social Security program. For these workers, monthly benefits will be paid when they retire (e.g. at 62, if eligible). When a worker becomes seriously disabled--for instance, following an accident--benefits begin immediately. Social Security credit is measured in "quarters of coverage" earned during an individual's worklife; this could total from seven to ten years of work time for a majority of those employed in child care. Having enough credit means only that one is eligible for payments; the amount of social security received depends upon an employee's average earnings over a period of years.

With the Social Security program, a tax is deducted from the employee's pay each month. The employer makes a monthly payment which equals the employee contributions. The payments are collected by the Internal Revenue Service (IRS). Although all for-profit organizations are required by the Federal Insurance Contribution Act (FICA) to participate in the social security program, certain specified not-for-profit organizations are exempt; and these groups have the option of participating.[5]

Employment Security

All child care employers must participate in a state administered unemployment insurance program. Unlike social security payments which are equally divided between employee and employer, the employer pays the premium for unemployment insurance. All employees are covered, including part-time and long term substitute employees. Employers are charged in one of two ways for their insurance. (1) They pay based upon a percentage of payroll costs, coupled with an 'experience' rating (e.g. the number of successful claims for unemployment made against that center). (2) Payment is based on an across-the-state average experience rating and a percentage of payroll costs. There is no doubt that the first payment formula provides an incentive for the employer to discourage employees from filing, or succeeding with unemployment claims. None the less, an employee who is laid off temporarily or for the summer, is fired without just cause, quits with good cause may have the right to collect unemployment compensation for a specified number of weeks. Directors are legally responsible for displaying posters which contain information about the claims process, general rules and the location of a local office of employment security. [6]

Worker's Compensation

Workman's Compensation or, as it is now termed in some states, worker's compensation is another legally mandated employee insurance program. Effective as soon as an individual is employed, worker's compensation provides coverage to an employee who is temporarily unable to work due to a job-linked injury. All employees are eligible, including itinerant substitutes. This insurance package is offered through private insurance carriers. The premium is determined very much like that for employment security insurance, although the "job classification" (e.g. from least to most hazardous kinds of work) is another determining factor. Once more, the economic incentives may be present for the employer to discourage employees from filing claims for worker's compensation. If an insurance company refuses an employee's claim, or the center's premium is hoisted in what seems to be an unjust manner, the state's Division of Industrial Safety should be contacted.[7]

Pension and Welfare Benefits

While retirement and pension plans are not in any sense a legal right, those centers which do offer such plans are responsible for adhering to guidelines found in the Employee Retirement Security Act (1974). This act regulates employer-employee contributions, employee right to information about minimum participation standards (e.g. if an individual meets these requirements s/he must be allowed to participate in the program), the prudent use of employee funds by the insurance company, and vesting (withdrawing accrued funds from the program).[8]

Medical/dental plans are termed "welfare benefit programs" under this legislation. Again, unless these benefits have been acquired through collective bargaining or are guaranteed by house personnel policies, they are not a legal right. Welfare benefits are subject to some legal safeguards--albeit, because there are no minimum standards for participation governing welfare plans, an administrator could legally offer medical coverage to some and not to others in the organization.[9]

Leave: Vacation, Sick Leave, Maternity Leave and Holidays

In the federal law, and the many state statutes modeled after it, paid employee leave is not required. Where personnel policies or employee contracts outline specific leave practices, an employee has legal grounds for claiming a right to such leave. Moreover, where leave is available to some in an organization, it is discriminatory to refuse it to others.[10]

Maternity leave policies have recently been revolutionized. Since 1976, when the Supreme Court ruled in Gilbert vs. General Electric that employers who had no maternity benefits were not violating the law, maternity leave and benefits were a matter of organizational choice. However, in November, 1978, President Carter signed an amendment to Title VII of the Civil Rights Act which effectively overturns the Supreme Court decision. Employers who have offered any other form of disability coverage to employees in the past must now comply with the requirement for a maternity benefit program by May, 1979. Such benefits could include the use by employees of accrued sick leave, paid leave packages, etc.[11] (The implications of this amendment for pregnant individuals who seek new jobs, seek internal promotions or who lose their positions due to pregnancy will be considered in the February issue of Child Care Information Exchange.

Post Script: Title XX

Historically, child care programs under Title IVA contracts with the state were required to demonstrate that they met labor standards and personnel codes through the submission of bylaws, personnel policies, etc. These were efforts to ensure that mandates in the Federal Interagency Day Care Requirements were being met. With Title XX, however, and the influx of small proprietary centers into the pool of state contract programs, most of these specific safeguards associated with state contracting and labor regulations were dropped. Title XX is primarily a conduit for federal funds, and state representatives who work with child care programs do not generally take responsibility for even a paper check of labor compliance issues.

References

[1] US Department of Labor publications--Employment Standards Division. See "Handy Reference Guide to the Fair Labor Standards Act" (WH Pub. 1282), 1972; "Overtime Compensation under the FLSA" (WH Pub. 1262), 1977.

[2] To find out more about a state's "minimum daily hours" clause, contact the State Department of Labor, Wage & Hour Division. With complaints or questions regarding enforcement, contact this same office.

[3] For further information contact the Equal Employment Opportunity Commission office in the state.

[4] An interview with Craig Coelen, CCIE, September, 1978.

[5] "Your Social Security," available through the local Social Security office. For further information on the Social Security status of a non-for-profit organization, contact the IRS office in the state.

[6] Publications and assistance are available from the Ombudsman, Employment Security, State Department of Labor.

[7] Information and assistance available from the Industrial Safety Board, State Department of Labor.

[8] ERISA, Labor Management Services Division, US Department of Labor; "What You Should Know About the Pension and Welfare Law" (A Guide to the Employee Retirement Income Security Act of 1974, January, 1978.

[9] Contact the Equal Employment Opportunity Commission in the state.

[10] Ibid

[11] Ibid

Helpful Resource: Ross, Susan C. The Rights of Women. 1973. Avon Books, 959 Eighth Avenue, NY,NY 10019. $1.25.

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STATEMENT OF ASSURANCE OF COMPLIANCE WITH THE CIVIL RIGHTS ACT OF 1964 FOR ALL DAY CARE FACILITIES

The ______________________________
(name of day care facility)

hereby agrees that it will comply with the provisions of Titles VI and VII of the Civil Rights Act of 1964 and all requirements imposed pursuant thereto, to the end that no person shall, on the grounds of race, sex, color, creed, or national origin be excluded from participation in, be denied benefits of, or be subjected to discrimination in the provision of any assistance, care, or services.

____
(address of facility)

____

______________ (date signed)

____
(signature of director/operator/etc.)

____
(title of authorized official)

INSTRUCTIONS:

1. Complete two copies of this Form.
2. Attach one copy to the Application and mail to the Specialist.
3. Retain the other copy for your files.

DHR-0521 (Rev. 5/82)
(Office of Day Care Services, N. C. Department of Human Resources)

LEGAL AND ILLEGAL PRE-EMPLOYMENT QUESTIONS

Here is a series of questions which the New York State Division of Human Rights has compiled as being lawful and unlawful pre-employment inquiries. As New York appears to be stricter than most states and the federal government, by following these recommendations, lawyers suggest that a company may be less likely to find itself in difficulty with the authorities because of pre-employment inquiries.

SUBJECT	LAWFUL[1]	UNLAWFUL
Race or Color:		Complexion or color of skin. Coloring
Religion or Creed:		Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed. Applicant may not be told "This is a (Catholic, Pretestant, or Jewish) organization."
National Origin:		Inquiry into applicant's lineage, ancestry, national origin, descent, parentage or nationality. Nationality of applicant's parent or spouse. What is your mother tongue?
Sex:		Inquiry as to sex. Do you wish to be addressed as Mr.? Mrs.? Miss? or Ms.?
Marital Status:		Are you married? Are you single? Divorced? Separated? Name or other information about spouse. Where does your spouse work? What are the ages of your children, if any?

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SUBJECT	LAWFUL[1]	UNLAWFUL
Birth Control:		Inquiry as to capacity to reproduce, advocacy of any form of birth control or family planning.
Age:	Are you between 18 and 65 years of age? If not, state your age.	How old are you? What is your date of birth?
Disability:	Do you have any impairments, physical, mental, or medical, which would interfere with your ability to perform the job for which you have applied? If there are any positions or types of positions for which you should not be considered, or job duties you cannot perform because of physical, mental or medical disability, please describe.	Do you have a disability? Have you ever been treated for any of the following diseases. . . ?
Arrest Record:	Have you ever been convicted of a crime? (Give details)	Have you ever been arrested?
Name:	Have you ever worked for this company under a different name? Is any additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. If you have ever worked under another name, state name and dates.
Address or Duration of Residence:	Applicant's place of residence. How long a resident of this state or city?	
Birthplace:		Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives.

SUBJECT	LAWFUL[1]	UNLAWFUL
Birthdate:		Requirements that applicant submit birth certificate, naturalization or baptismal record. Requirement that applicant produce proof of age in the form of a birth certificate or baptismal record.
Photograph:		Requirement or option that applicant affix a photograph to employment form at any time before hiring.
Citizenship:	Are you a citizen of the United States? If not a citizen of the United States, do you intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States? Requirement that applicant state whether he or she has ever been interned or arrested as an enemy alien.	Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native-born citizens of the United States; the date when such parents or spouse acquired citizenship.
Language:	Inquiry into languages applicant speaks and writes fluently.	What is your native language? Inquiry into how applicant acquired ability to read, write or speak a foreign lanquage.
Education:	Inquiry into applicant's academic, vocational or professional education and the public and private schools attended.	
Experience:	Inquiry into work experience.	
Relatives:	Name of applicant's relatives, other than a spouse, already employed by this company.	Names, addresses, ages, number or other information concerning applicant's spouse, children, or other relatives not employed by the company.

SUBJECT	LAWFUL[1]	UNLAWFUL
Notice in Case of Emergency:		Name and address of person to be notified in case of accident or emergency.
Military Experience:	Inquiry into applicant's military experience in the Armed Foces of the United States or in a State Militia. Inquiry into applicant's service in particular branch of United States Army, Navy, etc.	Inquiry into applicant's geneal military experience.
Organizations:	Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform the job.	List all clubs, societies and lodges to which you belong.

PRIMA FACIE DISCRIMINATORY INQUIRIES

In the absence of business necessity, a selection criterion should not be used if it has a disproportionately burdensome effect upon those of a particular race, creed, color, national origin, sex, age, marital status, or disability group. In Griggs vs. Duke Power Company, 401 U.S. 424, 421 (1971) the U.S. Supreme Court said:

> The touchstone is business necessity. If an employment practice which operates to exclude Negroes cannot be shown to be related to job performance, the practice is prohibited."

It is considered prima facie discriminatory to inquire about a subject which, because of its disproportionately burdensome effect, may not properly be used as a basis for selecting employees. The inquirer may justify the making of such inquiry by the showing of a business necessity such as a bona fide occupational qualification.

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[1] Inquiries which would otherwise be deemed lawful may, in certain circumstances, be deemed as evidence of unlawful discrimination when the inquiry seeks to elicit information about a selection criterion which is not job-related and which has a disproportionately burdensome effect upon the members of a minority group and cannot be justified by business necessity.

Bill
of
Rights

Rights of Child Care Workers: Hiring, Promotion, Termination

by Nancy Cannon

This article is the third in a series of five which looks at employee rights issues in the child care workplace.

EXCAVATING LEGAL ISSUES

When questions of individual/employee rights surface during hiring, evaluation or termination procedures, the name of the legal game is Title VII. Title VII of the U.S. Civil Rights Act (1964) addresses overt discrimination based on race, color, religion, sex, or national origin. It is from this law against discriminatory employment practices that nearly all state fair labor laws have evolved. In child care settings, access to positions and, then, opportunities for promotion and salary increases are not typically perceived as legal rights issues. On the contrary, budget-constraints are viewed as the predominant justification for many decisions relating to hiring, evaluation-promotion and, at times, even terminations. It could be argued, therefore, that the important issues in this discussion are not legal ones--but are, rather, fiscal issues. Certainly, only a few laws speak to the rights of the individual in hiring, evaluating or firing. However, a look at anti-discrimination statutes may surface a dangerous potential for unintentional, but recurring, violations of employee rights. From the following discussion, which includes a description of an employee's rights during a hiring interview, an evaluation or a termination interview, it may be more clearly shown that the child care employment process is a continuum--along which are scattered a few "soft," but viable, rights-protections.

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HIRING

Guidelines for equal employment practices place parameters on the conduct of employers at times of hiring and firing. For the would-be employee seeking a position in a child care program, it is important to know that federal and state laws prescribe certain discriminating procedures.

For instance, an employer may not legally inquire about personal situations (one's family life, marital status, child care arrangements) unless such questions can be shown to have a relationship to the job in question (Lopatka). In other words, an employer may argue "job-relevance" and ask a great many quasi-personal questions of an applicant. However, an applicant (or an employee, applying for another position in the center) may have grounds for claiming discriminatory treatment--if s/he is able to verify that s/he was not offered a position due to age, child care arrangements, lack of a car, etc. (EEOC).

There is one narrowly defined exception. Anti-discrimination law permits an employer to cite bona fide occupational qualifications (BFOQ) if any exist. In child care, it is possible that an administrator could successfully argue that certain educational qualifications are "necessary to the business." In all cases, employees or job-applicants should reflect on the hiring process and look closely to see that an employer had a well-founded rationale for asking certain questions...that s/he was not merely using employment questions to disguise discriminatory behavior. An employee/applicant who suspects violation of rights around civil rights issues may inquire and/or file a complaint with the state anti-discrimination agency.

A word on Affirmative Action: beyond nondiscriminatory action--is positive or "affirmative" action. Affirmative action describes an organization's positive efforts to ensure that women and members of minority groups are employed and promoted. In the child care field, there is little doubt that women have employment opportunities! However, affirmative action plans are usually mandated for any program which receives federal funds (e.g. even if the funds come through a state agency). Many states stipulate in state agency contracts that a "vendor" program (e.g. providing services for state-subsidized children) must comply with the state agency's Affirmative Action plan. Even those programs which receive subsidies from sources like United Way, the town council or CETA, may have contractually agreed to develop an in-house plan or conform to that of the funding agency. The enlightened organization (or employee group) wants to develop affirmative action personnel policies and practices in order to guarantee that equal opportunity is provided for all qualified persons and that illegal discrimination is eliminated (Foxley).

PROMOTION

Equal employment opportunity guidelines apply to promotion situations, as well. An employee who feels that s/he was unfairly overlooked for a new position--because of sex, race, color, religious creed, ancestry, age, or prior criminal record--may have legitimate reasons for filing a grievance.

Women employees in child care settings may well be contending with a whole set of conflicting goals. While on the one hand, they seek professional recognition and status--e.g. as associated with upward mobility inside the organization--on the other hand they may often work in democratic team situations where self-promoting behavior is seen as disloyal. What are an employee's "rights" when it comes to promotions or transfers? They are few, and they rely upon fair employment procedures inside the center: An employee should have the right to compete for a position, to use a written evaluation as substantiation of competence, to be informed of criteria for decision-making, to utilize a grievance process if s/he chooses to do so.

An effective organizational grievance procedure can be one of the best ways to identify and correct problems relating to discriminatory treatment of employees, and can also provide employees with access to the decision-makers in the organization. Where one exists or is being developed, employees should have the right to 1) a written explanation of the process, 2) a review of his/her concerns, 3) confidentiality, and 4) protection from organizational harassment or disciplinary action resulting from the filing of a grievance (Foxley).

Prudent management practice recognizes the obligation of an employer to inform employees in writing of job-related problems, and to permit employees access to objective decision-makers.

EVALUATION

Although the practice of merit or job performance review is often viewed as a time of criticism by the employee and as a time of possible confrontation and hostility by the employer, the need for regular and objective performance evaluation in day care is evident when the case of the "team teachers" is considered. How is an employee able to assess his/her performances if job expectations/standards are amorphous and changeable? There are no legal mandates regarding performance evaluation. Still, while many employees may indeed feel ambivalent about the process, evaluation can be seen as the employee's and the employer's professional right. With an evaluation, expectations can be clarified, necessary improvements specified, competent performance adknowledged, and requests for increased responsibility/salary justified.

TERMINATION

Terminating an employee is probably not fun for those involved, but it certainly must be "fair." Procedures and criteria by which employees are terminated, demoted, or laid off must be uniformly applied to all employees (EEOC). Using termination or demotion as a form of disciplinary action against an employee who has filed a Title VII discrimination charge is illegal (EEOC; Foxley).

The firing process should not violate the employee's rights under Title VII. In this process, a child care administrator may be unwittingly violating the rights of the employee, particularly when there have been no early attempts to provide training, to discipline or warn the staff member, to specify the changes needed for the employee to meet job expectations, or to inform the employee of his/her right to file a grievance.

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Child Abuse and Neglect and Day Care

Summary of the New Law

1. Any Person or institution (day care center must report suspected cases of abuse and neglect to the County Department of Social Services.

2. Any report of abuse must be investigated within twenty-four hours of the report.

3. Within five working days after the receipt of the report, the social worker or agency must give in writing to the person or center making the report a statement that:
   a. There is no finding of abuse or neglect, or
   b. D.S.S. is taking action to protect the welfare of the child and what that action is.

4. In addition, the reporter of the suspected abuse or neglect should be told that she/he may request a review of the decision by the prosecutor within five working days of receipt if she/he is not satisfied with the outcome and/or plan of the investigation. The prosecutor must make a determination within 20 days of referral.

5. In cases of abuse and neglect no evidence can be excluded on the grounds of confidentiality. If you are subpoenaed, you must be prepared to answer all questions honestly and in good faith. Also any written records, medical or otherwise, can be subpoenaed and do not fall under the confidentiality rules.

Reprinted from materials developed by Susan Russell, Day Care Coordinator
Orange County Department of Social Services

CHILD ABUSE AND NEGLECT

Fact Sheet

1. WHAT PROTECTION IS THERE FOR THE REPORTER FROM THE FAMILY?

Immunity from prosecution is contained in two sections of the child abuse and neglect law. Any person (professional or otherwise) who makes a report of child abuse or neglect as authorized by the statute or who testifies in any judicial proceeding resulting from such a report is immune from civil or criminal liability unless the reporter acted in bad faith or with malicicus purpose. Any person providing information during the investigation is immune if information given in good faith or without malicious cause.

2. WHAT ARE THE DUTIES OF LAW ENFORCEMENT AGENCIES?

Law authorizes county directors to call on any state or local law enforcement agency to help investigate and evaluate the alleged abuse or neglect.

3. CAN HUSBAND OR WIFE TESTIFY AGAINST SPOUSE?

Yes. In this proceeding the law provides exceptions to two traditional rules of evidence: (1) husband-wife privilege and (2) physician-patient privilege.

4. IS CHILD ABUSE CONSIDERED AN OFFENSE, PUNISHABLE UNDER LAW?

Yes. It is considered a general misdemeanor punishable upon conviction by a fine or imprisonment for up to two years. Severe child abuse is a felony under the criminal statutes.

5. DOES NORTH CAROLINA STATUTE REGARDING REPORTING CHILD ABUSE AND NEGLECT SUPERCEDE CENTER POLICIES REGARDING CONFIDENTIALITY?

Yes.

6. SHOULD A PARENT BE TOLD BY THE CENTER DIRECTOR THAT A REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT IS GOING TO BE MADE?

Ideally, early childhood programs should make it a routine practice to notify parents when a report of suspected child abuse and neglect has been made by a staff member. However, when talking with the parent may result in risk to the child or to the staff member or the parents removing the child from the program, it is advisable to report directly to the county department of social services.

Child Protective Services
Division of Social Services
Department of Human Resources
Albemarle Building, 325 N. Salisbury Street
Raleigh, North Carolina 27611

7. **IF A DAY CARE TEACHER ISN'T SURE IF ABUSE OR NEGLECT IS OCCURRING, SHOULD SHE WAIT UNTIL SHE IS SURE?**

Waiting can be dangerous for the child. If in doubt, call the intake worker at the local department of social services. After giving her information, she can help you decide whether or not an investigation is warranted.

8. **WHICH IS MOST DIFFICULT TO DETERMINE?**

Child neglect generally is more difficult because the definition is so general and open to value judgments as to what is proper care, supervision, or discipline. There are as many different interpretations of this as there are families. Example: "Necessary medical care" to one parent may mean going to a doctor every time child is ill and to another parent, home remedies may be used and doctors only for very serious treatment.

9. **WHO MAKES REPORTS?**

Chapter 7.A. of the General Statutes requires that "any person or institution who has cause to suspect that any juvenile is abused or neglected shall report the case of that juvenile to the director of the department of social services."

10. **WHO CAN BE REPORTED FOR CHILD ABUSE AND NEGLECT?**

Parent and caretakers. Caretaker means any person, other than a parent, who is responsible for continuing care and supervision of a child, including any blood relative, stepparent, foster parent; or houseparent, cottage parent, or other person supervising a child in a child care facility. In addition, caretaker includes staff in day care facilities and plans.

11. **WHAT DOES "IN LOCO PARENTIS" MEAN?**

"In loco parentis" means a person other than a parent or legal guardian who has assumed the status and obligation of a parent without being awarded the legal custody of a child by a court.

12. **WHAT AGES DOES CHILD ABUSE AND NEGLECT COVER?**

Juvenile is defined as any person less than 18 years of age unless emancipated.

13. **AS A REPORTER OF SUSPECTED CHILD ABUSE AND NEGLECT, WILL I BE INFORMED OF THE DECISION MADE BY CHILD PROTECTIVE SERVICES' STAFF?**

Yes. Notice to the reporter should be sent promptly after five working days. Unless a petition is filed within five working days after receipt of the report of abuse or neglect, the director shall give written notice to the person making the report that:

(1) There is no finding of abuse or neglect; or

(2) The county department of social services is taking action to protect the welfare of the child and what specific action it is taking.

The notification shall include notice that if the person making the report is not satisfied with the director's decision, he may request a review by the prosecutor.

Approved By: Child Protective Services
Division of Social Services
Department of Human Resources

May 1983

CHILD DAY CARE CENTER STANDARDS ON TRANSPORTATION

The transportation of young children, whether provided on a daily basis or occasionally to access special events, requires careful planning for the safety of the children. Planning for transportation must include the safety of the equipment, the qualifications and responsibilities of the transportation staff, the roles of the parents, and communication between the home and center. Also, the ride to and from the center is an important part of the child's day and should provide opportunities for learning experiences.

STANDARD 15: THE CENTER (OR TRANSPORTATION PROVIDER) WILL HAVE AN APPROPRIATE PLAN AND THE NECESSARY EQUIPMENT TO ENSURE THE SAFE TRANSPORTATION OF CHILDREN AND ADULTS.

MEASURES OF COMPLIANCE

Level 1:

1. The total number of children and adults being transported on a vehicle will never exceed the number of available seat belts in the vehicle.
2. When two or more children under age three or children three years of age and over with special needs are being transported, there will be one adult, other than the driver, to assist in supervision of the children.
3. The accompanying adult or the driver will assure that all children are received by a parent or other responsible person as designated by the parents.
4. Children will not be left unattended in a vehicle.
5. Children will enter and leave the vehicle from the curbside unless the vehicle is in a protected parking area or driveway.
6. Each person in the vehicle will be seated in the manufacturer's designated areas and will remain seated while the vehicle is in motion.
7. A child passenger restraint device will be used for each child two years of age and under.
8. A child passenger restraint device or seat safety belt will be used for each child over the age of two years.
9. Each restraint device will be of a type and installed in a manner approved by the Commissioner of Motor Vehicles.
10. The driver and all adult passengers will be restrained by seat safety belts when the vehicle is in motion.

Reprinted from N. C. Department of Human Resources, Office of Day Care Services, Child Day Care Center Standards, July 1, 1982.

11. A first-aid kit will be located in each vehicle used for daily transportation of children. The first-aid kit will be firmly mounted or otherwise secured if kept in the passenger compartment.

12. There will be no loose heavy objects in the passenger area of any vehicle.

13. All doors will be kept locked whenever the vehicle is in motion.

14. All vehicles used to transport children in snow and ice will be equipped with snow tires and/or chains.

15. All vehicles used for transporting children will meet and maintain the safety inspection standards of the Division of Motor Vehicles of the North Carolina Department of Transportation.

16. The center (or transportation provider) will comply with all applicable state and federal laws and regulations.

    (The exception to the above rules #1 and #7 through #10 of this compliance measure is when adults and children ride as passengers in public conveyances or in other vehicles not required by federal laws to be equipped with safety belts.)

Level 2:

Same as Level 1.

STANDARD 16: THE CENTER (OR TRANSPORTATION PROVIDER) WILL HAVE WRITTEN POLICIES STATING PROCEDURES USED FOR TRANSPORTING CHILDREN.

MEASURES OF COMPLIANCE

Level 1:

1. The center will have a written transportation plan that includes:

    a. Description of staff responsibilities during the operation of the vehicle;
    b. Procedures for reporting accidents;
    c. Orientation plan for new parents and children receiving transportation;
    d. Back-up plan if parents are not at home to receive children;
    e. Procedures for notification of parents if vehicle is late or not operating; and
    f. Route schedules.

2. Children will not be enroute to or from the center for more than one hour each way.

3. Vehicles will be insured for liability as required by North Carolina laws governing transportation of passengers.

4. The center will have on file verification of the following:

   a. The annual inspection;
   b. Vehicle insurance; and
   c. The driver's license number of each driver.

Level 2:

Same as Level 1.

INSURANCE

Day care centers must carefully explore the need for various types of insurance. Because there is always some degree of risk involved in caring for children or in the use of a facility, the center must consider protecting itself from financial liability. "Ultimately the determination in these situations rests on two issues: first, how much of a hardship would it be to pay the insurance premiums (fees) and, second, what is the likelihood that, in the long run, the insurance premiums would cost you more than paying directly for the consequences of the loss."[1] Insurance however often not only serves as a protection to the center but also as a benefit to the participants in the program.

Liability Insurance protects a center "from the consequences of accidents which occur on your premises."[2] If a child incurs an injury while at a center and the parent decides this injury was the result of negligence and decides to file suit against the center, liability insurance is what protects both the center and individual staff members from financial loss.

Automobile Insurance offers protection similar to liability insurance. Because field trips involving transportation are a usual part of a day care program, there is always a risk of an automobile accident. Where a program owns and operates a vehicle for transporting children, a relatively large amount of insurance should be purchased. If staff use their own cars for transporting children then they individually should carry a large amount of auto liability insurance. Subsidy of this may come from the center to each staff member involved in transporting children.

Accident Insurance is usually available to day care centers very cheaply. It offers coverage for emergency medical expenses as the result of accidents while the children are in the center and often covers the travel to and from the center. Most policies also include coverage for staff as well as children.

Workers' Compensation is required by law. It protects staff "against the consequences of injuries sustained by employees either on the program's premises or while performing duties for the program off the premises."[3] Arrangements for workers' compensation are made through insurance companies and not the State.

Fire Insurance may or may not need to be carried by a day care center. If a center owns the building that it is operating in, then insurance should be purchased covering the building and all its contents. However if the center is located in a church or community center, there may already be fire insurance on the building and its contents. If this is the case, "contents" should include all of the day care center's supplies and equipment. A center may need to purchase fire insurance only for the loss of the contents of the center and not the building itself.

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Bonding of employees or board members, particularly those who have access to the center's finances, may be considered desirable to protect the center against the loss of money as the result of embezzlement. The insurance company makes the decision to offer this type of insurance based on their assessment of the individuals to be bonded.

Health, Life, and Disability Insurance are offered to employees as benefits. Each center needs to investigate the costs of such insurance, the possibility of getting group rates, whether or not staff want these benefits as opposed to higher salaries, and whether or not the center can afford any or all of these types of insurance.

Specific information about the contents and costs of any of the above types of insurance as well as recommendations on types and amounts of coverage can be obtained from almost any insurance agency or through the North Carolina Department of Insurance.

PROTECTION & BENEFITS OF INSURANCE

1. Protection for center and staff against financial loss from suit involving injury to children:
   Liability
   Automobile
   Accident

2. Protection for center from financial loss of property or against financial loss from suit involving damage to property:
   Liability
   Automobile
   Workers' Compensation
   Accident

4. Protection for center from embezzlement:
   Fidelity Bonds

5. Benefit to staff:

Liability	*Health*
Workers' Compensation	*Life*
Accident	*Disability*

6. Benefit to children:
   Accident insurance

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[1] William F. Aikman, *Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs*, ERIC Clearing house on Early Childhood Education, 1977, p. 66.

[2] *ibid.*, p. 67.

[3] *ibid.*, p. 69.

Bill
of
Rights

Rights of Child Care Workers: Personal Liability

by Nancy Cannon

This article is the fourth in a five-part series which addresses legal and human rights issues confronting employees in child care programs. Employee security from personal liability on the job will be highlighted here, as well as the civil/legal right to religious and professional affiliations outside the workplace.

PERSONAL LIABILITY

In child care employees can be asked to play the role of teacher, friend, housekeeper, academician, developmental therapist, counselor, laundress, and, on occasion, nurse or cook. The number and significance of responsibilities assigned to the child care employee who works directly with children increases as governmental regulation and market competition encourage greater concern with "quality" indicators. In order to demonstrate that a program is "good" for children and somewhat cost-effective for parents, child care organizations place more and more emphasis on the versatility of the teacher. The teacher is on the line: if licensing inspectors visit, it is the teacher that they scrutinize to ensure that the children are being well-supervised; when a parent is concerned about a child's program, it is the teacher who is accountable.

Nancy Cannon is Administrator of the University Health Policy Consortium at Brandeis University, Waltham, MA.

When it comes to liability in the event of an accident, what protection is the teacher offered in return for the "risks" taken in performing her/his job? Under the legal principle of "scope of authority" (Aikman, 1978), an employee is not liable in the event of an accident, if supervising the child falls under the normal scope of duties s/he fulfills. A second doctrine,

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that of "respondent superior" states that the employer (e.g. board, owner, etc.) is legally responsible for the financial consequences of an employee's actions, as long as those actions are within the "scope of authority" for the employee's duties. The issue is less clear when an accident occurs while an employee is performing tasks which are completely outside of the range of the individual's job description. Even where an employee is protected by a blanket stipulation that his/her duties include "other related responsibilities as requested...", it is conceivable that s/he could be held liable if an accident occurs with a child while s/he is cooking, administering medication, driving the center bus, etc.

It is clear that concerns about personal liability in the case of accidents can conflict with an employee's interest in being a responsive teacher of young children. "Child centered" settings like day care programs magnify an employee's problem of sorting out personal responsiveness and resourcefulness on the job from the need to be vigilant about such things as negligence and personal liability.

REMEDIES AND SAFEGUARDS

The employee who feels exploited and is being asked to do everything from the cooking to the curriculum development should have the right to ask that some parameters be put on his/her job responsibilities. Employees have a right to know what their job description requires, what the organization's insurance protects them against, and whether their organization has ever failed to protect an employee from a suit for negligence, etc. For what extraneous tasks is an individual teacher covered--teaching swimming lessons, driving a carload of children to the zoo, rushing an injured child to the hospital? Center administrators should be willing to clarify tough issues and help to establish standards for individual employee decisions. For instance, teachers should know how to respond (and who is liable) when a parent who has been legally barred from seeing a child (e.g. through custody or a court order) arrives to pick up the child. Or, it should be clear who bears responsibility when a teacher fails to report that a group of children is not being adequately supervised (e.g. the legally mandated teacher-child ratio is not being met) and an accident occurs. Procedures for developing internal safeguards can be developed. Perhaps, consultation with an informed attorney might also be appropriate.

PRIVATE CHOICES

Employee rights to private choice in the workplace include the freedom to vote on election day, to have religious and professional affiliations outside the child care organization, and to organize for change within the program.

Often, when child care employees raise issues about their "rights" they overlook the inviolable rights to freedom of speech, religion, concerted activity. It can be relevant that such things as religious preference or practice may not influence an employer at the time of hiring or at times of promotion/termination. It is illegal for an employer to penalize an employee or deprive him/her of job benefits in retaliation against that individual's association with professional/social groups outside the workplace. While such "rights" may not seem relevant to many people who work in children's programs and enjoy a commonly shared set of goals and values with the rest of the staff and the employer, it is important to acknowledge that the personal "choices" of an employer may not extend to discriminatory practices against people for their private lifestyles. Resources for information or filing a grievance include the state Department of Labor, Fair Employment Division; the state anti-discrimination agency; or, in the case of union organizing, the state or national Labor Relations Board.

ORGANIZING FOR CHANGE: A NOTE ON RIGHTS

"Organizing" to affect change does not necessarily mean unionizing activity. An individual can organize by calling a meeting of staff to file a list of concerns with the employer, or to complain to a supervisor about a legitimate safety violation, or to talk to a board member. The National Labor Relations Act protects employees against employer retaliation for organizing of any nature. State and federal fair labor standards also safeguard the rights of individuals to have access to a grievance process for registering concerns. Employers, on the other hand, are also guaranteed certain rights, particularly in formal union organizing activities. These rights are similar to those of individual employees, in that the employer is given access to the staff and is permitted to organize against union involvement. Contact your state Labor Relations Board for further information.

COMING:

This series, "The Rights of Child Care Workers," will conclude with a prototype for developing a code of rights for child care workers in CCIE, September, 1979. Since this will touch on sensitive areas, we are anxious to solicit as many opinions as possible. If you are interested in making recommendations or in reviewing a preliminary copy of the statement, please notify: Nancy Cannon, 147 Summer St, Watertown, MA 02172.

CREDITS:

Aikman, William F. Day Care Legal Handbook. Washington, DC: Day Care and Child Development Council of America, 1978.

Ewing, David. Freedom Inside the Organization. New York: E. P. Dutton, 1977.

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UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

2. Type of course offering

_____a. Continuing education course

_____b. Curriculum course (specify curriculum)____________________
____

_____c. Workshop

_____d. Other (please explain)____________________
____

3. How many instructional hours (hours in class) did it take to present unit?____________________

4. Please comment on the following components of the course.
   a. Job Tasks -
      Are they accurate, realistic and clearly stated?____________________
      ____
      Would you add or delete any?_____ Which ones?____________________
      ____

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated? ____________

____

Did you use them? ______________________________

____

Would you add or delete any? _____ Which ones? __________

____

c. Knowledge/Skills -
Is the content accurate and clearly stated? ____________

____

d. Suggested Methods -
Did you use these teaching methods? ______________

____

Were they successful? __________________________

List other methods that you used that were successful ______

____

____

____

____

____

____

e. Materials -
Were the handouts and resources suggested useful? __________

____

Was there enough supplementary material given? __________

____

5. What type of agency or institution offered this course?

_____ a. Community/Technical college
_____ b. Other (please specify) ______________________

6. Other comments and suggestions. ______________________

____

____

____

____

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____

____

____

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT FIVE: CURRICULUM PLANNING

Job Tasks	Page	Handouts
I. Plan the curriculum	5.3	5A, 5B, 5C, 5D, 5E
II. Implement the curriculum	5.11	
III. Evaluate the curriculum	5.12	

Instructional Performance Objectives

Can identify three major philosophies of child growth and development
Can identify areas of child growth and development: social, emotional, motor, cognitive
Can identify age appropriate activities that promote child growth and development and can identify resources needed
Can evaluate lesson plans to determine if they are developmentally appropriate
Can identify methods of assessing the progress of children
Can prepare procedures for assessment of curriculum deficiencies which can be used to determine staff development needs
Can identify curriculum implementation resources specific to local communities

Knowledge/Skills

The director of a child care center has the major responsibility for planning, implementing and evaluating the center's program. There are many facets to such a program, but two important issues should be brought to each director's attention even before the planning stage begins.

Issue 1 - There are several different basic philosophies of child growth and development. Multitudes of published curriculums use either one or a combination of these philosophies as a foundation for their ideas, organization and activities. The director (in coordination with the board of directors) may choose a basic philosophical direction for the center figuring to attract like-minded parents. Another choice may be to establish the clientele or community that the center will draw from and use those persons and their ideas and feelings to plan the center's program.

Issue 2 - Because the child care program usually covers a full day of the child's life, the routine of care and nurturing encompasses as much of or more than the same amount of time given to the educational program. This is not to say that the time and attention given to a program based on a particular child development theory (or combination of theories) is not important. Rather, in addition,

Suggested Methods

General topics such as the two issues raised here may be used to introduce the main topic of the unit. These issues could be presented in lecture format, but a general discussion could result in the class getting more involved with the current topic.

Discussion could be promoted by listing a particular issue on the board and having class members discuss their opinions or experiences. Issues could include the following:

1. How much voice should parents have in choosing the basic philosophy of a center?
2. What is the best process for choosing (or changing) the child development philosophy on which a center is established?
3. Education and child care are two different facets of a center's program. Should one be emphasized more than the other?

Materials

Knowledge/Skills	Suggested Methods	Materials
issues such as feeding and toilet training must be considered an important part of the program. Parents may be consulted and should be given information on center policies on these issues. The educational program of the center, even though it is comprised of many elements, may be broken into three components: curriculum planning, implementation and evaluation. In the day-to-day life of the center these may not only overlap, they may function simultaneously. To clarify the discussion and presentation of ideas and material, planning with its various components will be discussed before implementation and evaluation.	To encourage discussion, have class members draw slips of paper from a box. Each slip should have "pro" or "con" written on it. For the discussion of that issue, that person must argue the side they drew, "pro" or "con." It may be difficult for some students to argue an issue from a perspective other than their own, but it may enlighten them also.	
I. PLAN THE CURRICULUM		
In planning a curriculum or educational program, several topics must be discussed as their combined information is essential. These include basic philosophies of child development, developmentally appropriate activities, resources needed for planning, and evaluation of teacher lesson plans.		HANDOUT 5A: Curriculum Planning Module HANDOUT 5B: Planning Module (Developed for DC/TATS)
A. Basic philosophies of child development Theories of child development tend to be general statements based on facts that can be proven. None of the theories of child development explain everything about why individual children exhibit certain behaviors.	These theories may be new to some administrators; to others they may be familiar. You may want those directors who use child development theory to share examples of their experiences and the value they find in using one or some of the theories.	HANDOUT 5C: Theories of Child Development Materials: Gesell, Erikson and Piaget

Knowledge/Skills

A theory may focus on one or more of the central issues of the total picture. While there are many child development theories, the three presented here (Gesell, Erikson, and Piaget) are the most widely known.

As you will note, there is an overlap between the content of these theories, yet their basic emphases are different. It is possible to use these theories with child care staff to provide them with a foundation for understanding similar needs of all children and therefore a basis for planning the curriculum.

A brief synopsis of each theory will be presented here. Handout 5C contains more complete information and may be used both as content for the course leader and as a handout for course participants.

1. The physical development theory of Arnold Gesell uses developmental steps as a basis for understanding the processes that occur in normally developing children.
2. The social/emotional development theory of Erik Erikson focuses on how children see themselves and how children interact with others and their world.

Suggested Methods

OR

If this material is being used for a course or other situation in which students have access to children during discussion of this material, another approach may be used. Each handout (one for each of the three theories) has a chart that may be used to guide specific observation. Each of several small groups could be assigned a particular child development theory and a particular age group of children. The task would be to observe for a specified length of time and report back to the class examples of that theory that were observed.

OR

A lecture may be used to present the essentials of each theory. Be sure to use examples and draw heavily on experience from students as this can be a confusing and overpowering topic.

Materials

Knowledge/Skills	Suggested Methods	Materials
3. The cognitive development theory of Jean Piaget focuses on how knowledge is acquired and how children's thinking progresses from infancy to adolescence.		
B. Developmentally appropriate activities Activities for the children in a center should not only be based on child development theory, but also on the developmental age of the child. These are frequently called age appropriate activities, but chronological age can be a misleading basis for comparing children. If developmental age is used instead, children may be included in activities that they are physically or cognitively ready for rather than activities that supposedly "all 3-year olds can do."	If time allows, it would be ideal to assign each student a child to observe. The student could then decide what developmental level the child is on and what activities would be appropriate for that child. OR Provide a written description of a child and have several small groups decide independently on which developmental level they would place the child.	
The following should be considered when choosing developmentally appropriate activities for children.		
1. Goals and objectives for the individual child Within the group of activities that are on the child's developmental level, special attention should be given to those that meet both the teacher's and the parents' goals for the child.		

Knowledge/Skills	Suggested Methods	Materials
2. The correct developmental level of the child which can be found by using an appropriate assessment tool. These tools may range from simple behavior observation checklists to more formal standardized tests. While the formal instruments require advanced training to administer and to interpret the results, the informal tools are accessible with some explanation to center staff members. (See also Unit 1, Operational Planning, pp. 1.11 and 1.12.) The following are examples of informal assessment tools. a. Observation notes that record a child's behavior and the circumstances surrounding it. These may be recorded at specific time intervals or whenever targeted behaviors occur.		
b. Checklists of developmental characteristics which may be used by a teacher to compare skill levels of a particular group of children to verify which ones may need remedial attention or additional challenge.		HANDOUT 5D: Developmental Characteristics and Related Activities and Equipment HANDOUT 5E: Center-Developed Evaluation Instruments
c. Some published assessment tools whose results are not difficult to interpret are the Carolina Developmental Profile, the Denver Developmental Scale, or		

Knowledge/Skills	Suggested Methods	Materials
the Learning Accomplishment Profile (LAP) 3. The child developmental theory that has been used by the particular center to develop their goals and objectives These will direct the person choosing the activities to focus on those activities that emphasize what is central to that theory, i.e., cognitive for Piaget, physical for Gesell, or social-emotional for Erikson. A center that has chosen to be eclectic in its approach to child development theory may have activities based on all three.		
C. Evaluate lesson plans The next step in planning the curriculum would involve the director evaluating the lesson plans of each teacher. 1. Each lesson plan should include the following: a. For whom was activity planned? (e.g., four and five-year old group) b. What materials are needed? (Clay, pictures to use as models, cardboard bases) c. Where will the activity be held? (physical space) (In the	Various members of the class may be willing to furnish the class with lesson plans that they feel are exemplary. Choose one or two of these as examples and use overhead or opaque projector so that the class can see each item of the lesson plan. Ask for comments and suggestions from the class 1. Would you feel comfortable using these lesson plans yourself? 2. What changes would you make? 3. How could you make ______ (a specific point) more	Projector or copies of lesson plans

Knowledge/Skills	Suggested Methods	Materials
art center; drying and displaying to be done on countertop and windowsill) d. How will the activity be implemented? What will the children actually be doing? (The children will use modeling clay to make farm animals.) e. How much teacher involvement will be required? (Children engrossed in activity, interested in taking the end product home or displaying at school) f. What contingency plans are made? (If each child makes several animals and we run out of clay, children may help work on barnyard fence or begin doing picture stories about their favorite animal.) An evaluation of a lesson plan would focus on each child or group of children being challenged by activities that are enticing to them. According to learning theorists, an appropriate activity is one that is within easy reach of the learner - a fun challenge - rather than a giant step of effort. 2. Learners (in this case, children) will often signal that an activity is too difficult or out of their field of interest and ability with behavioral cues. a. Attention span is short.	specific to this age child?	

Knowledge/Skills | Suggested Methods | Materials

   b. Misbehavior (inappropriate behavior) increases or is contagious.

3. Art work planned for children is often an indication of what is expected of them and could be used as criteria for evaluating lesson plans.
   a. Are twos and threes expected to color pictures and stay in the lines?
   b. Does each child end up with an identical product?
   c. Are all of the material choices - color and style - made for the children?
   d. How much of the product is the teacher's work and how much is the child's?

4. Remember that repetition is important since it can help children master a topic. Children feel so good when they already know how to accomplish a task that to repeat activities with minor variations can be a positive experience for a child.

In addition to the director's own knowledge about developmentally appropriate activities, observing the children's behavior and activities will give valuable clues to evaluating a teacher's lesson plans. In discussing this evaluation with a teacher, a

Knowledge/Skills	Suggested Methods	Materials
supervisor or director should be sure to give concrete examples of how appropriate and inappropriate planning manifests itself in the children's behavior and work. (Refer to supervision section of Unit 6, Staff, pp. 6.17 and 6.18)		
D. Plan and locate resources		
Resources that augment teacher lesson plans are important as they provide more in-depth information for teachers and children. This information may be in the form of different approaches suggested to a teacher or more concrete materials or examples available to the children.	Availability and examples of community resources will vary according to your location. You may want to ask the class for examples and make a chart with your local examples. OR	Chart paper, markers
1. Resources that a teacher would like to locate or use should be listed in the lesson plan.	You may want to take your class on a field trip to a resource library, such as the DC/TATS library in Chapel Hill or a resource library at a nearby college or community college. These resources may lend materials at little or no cost to the student or child care center. OR	See Resource List for address of DC/TATS Library
2. As the director evaluates the teacher's lesson plan, new or different resources may be suggested. The director may offer to help locate information for the teacher. In this way, the director would act as curriculum consultant to staff.		
3. Resources may include existing curriculum, written materials or community resources.	Ask each student to research one curriculum topic and bring to class a list of every possible resource than can be included.	

Knowledge/Skills	Suggested Methods	Materials
4. Information on resources that prove to be valuable should be shared with other members of center staff. (All must be appropriate and applicable to topic!)	Have a contest: Who has the most?	Refer to HANDOUT 6B: N. C. Professional Child Care Organizations.
5. Resources that are not available locally may be more difficult to access. Additional time may be required for planning or obtaining materials. The director may serve as community contact for center staff to help locate unusual or little used resources or may help get information not available locally through state associations, agencies and resource libraries throughout the state (see Resource List for addresses of DC/TATS, OCDCL and CABLE libraries).		Directory of Child Care Media Resources as in North Carolina is a list of child care resource centers in North Carolina that is available from DC/TATS and the Office of Day Care Services. See Resource List for addresses of these agencies.
II. IMPLEMENT THE CURRICULUM		
While curriculum planning may be shaped by the teacher with assistance from others implementing that curriculum is essentially the responsiblity of the head teacher in each class or group. It is that person's job to see that the children are productively engaged in activities that are both challenging and enjoyable.	In a large group, discuss the responsiblities of the director in implementing the curriculum. Present the following topic for a class debate: "The director should help plan curriculum and then leave implementation to the teacher."	Refer to planning modules, HANDOUTS 5A and 5B.
The director, while usually not involved in day-to-day curriculum implementation, has the following responsibilities that impact		

Knowledge/Skills	Suggested Methods	Materials
directly on each teacher's continuing classroom activities.		
A. Planning and conducting regular meetings with teachers (individually or in small groups) to discuss on-going programs and goals of the center. These program planning meetings may be related to curriculum planning or coordination of materials, resources or transportation for field trips to community resources.		
B. Carrying out staff development program (see Unit 6, Staff, pp. 6.12-6.16) thereby offering staff members the opportunity to improve their skills in working with children and planning and carrying out curriculum.		
C. Using regularly planned staff meetings to share how the educational programs in each classroom are being implemented. A logical extension of this would be for staff members to act as consultants within the center or different curriculum areas.		
III. EVALUATE THE CURRICULUM		
Evaluation is the final step in the process of developing a curriculum for a child care center. But as the process may be considered a cyclical one with each component (planning, implementing and evaluating) feeding information into the	Evaluation varies with the type of program each center is planning and implementing. Ask for volunteers from the class who have evaluated their own or other programs to talk about how they	Refer to HANDOUT 5E.

Knowledge/Skills

next stage, evaluating the curriculum is logically followed by planning (or re-planning, revising) that curriculum.

A. How do you evaluate the educational program of a child care center?

While there is a variety of opinions and printed materials available to assess the educational program, a director can use a few guidelines to adequately evaluate the daily center program. As the director visits individual classrooms to observe teachers and children and as feedback from parents is accumulated during conferences or informal meetings, the following information may be collected.

1. What are the goals and objectives? Are the goals of the center and lesson plans of the teacher the guidelines for what happens in the classroom? Are parents having some input into the educational program?

2. What are the teachers doing? Are they familiar with center goals and objectives and how these may be manifested in the classroom? Do they prepare lesson plans and activities with the developmental level of the children in mind? Are they aware of their own strengths and weaknesses? Is there a staff development program available to

Suggested Methods

did it: What tools they used, what they would change if they could do it again.

OR

Have a guest speaker from a local college or community college with an early childhood program discuss options in curriculum evaluation.

Materials

Knowledge/Skills | Suggested Methods | Materials

increase their awareness and work on their deficiencies?

3. Are the children developing as expected? Is the evaluation of children based on assessment tools, such as anecdotal records, observation by trained staff or use of informal or formal instruments? Are parents satisfied?

B. How do you use the results of assessment to diagnose deficiencies in curriculum and determine staff development needs?

Collecting the evaluation data listed above is of little value unless there are plans made to use the information to improve the educational program and staff of the center. The following steps may be used.

1. How should the data be analyzed? Information collected may be split into logical categories for comparison, e.g., curriculum content, staff, child assessment. This information may be in a variety of formats - observation notes, formal interview feedback, checklist data - and so may be difficult to summarize.
   a. The director may want to read through all the accumulated data on one topic and then

Knowledge/Skills	Suggested Methods	Materials

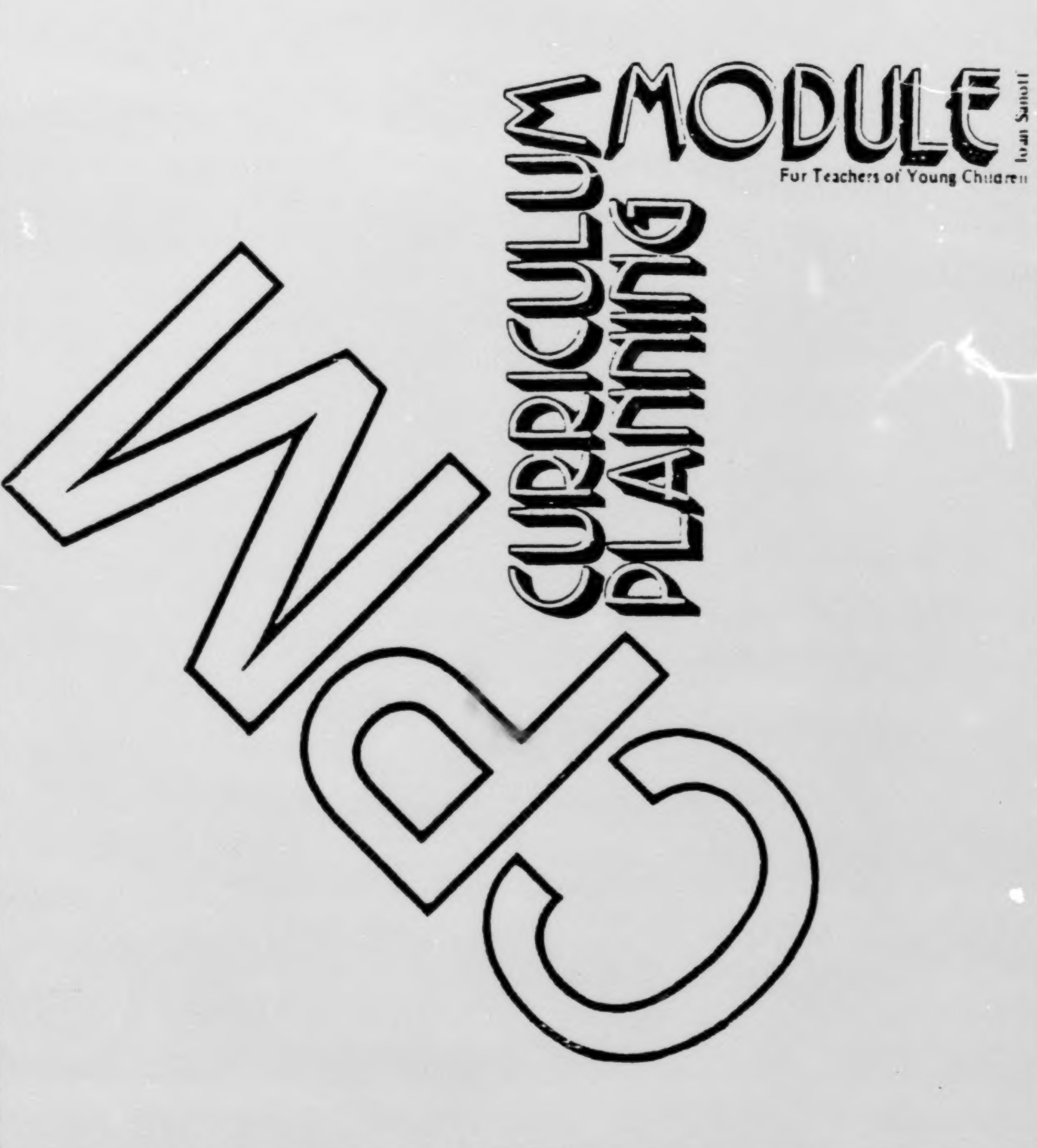
write a brief summary of what the data seems to be saying. Having another person do the same thing would alleviate oversights and biased interpretations.

b. Another option would be to devise a simple 5 point scale (1=excellent, 2=above average, 3=average, 4=needs attention, 5=scrap and start over) and evaluate each piece of information collected in the categories (e.g., curriculum content, staff, child assessment) on that basis.

2. What should be done with the analyzed data? The collected information should be compared to center goals and objectives or particular goals for the educational program to find deficiencies.

3. How can these deficiencies be used? While the problem elements of a program should not be dwelt on to the exclusion of the positive points, these deficiencies can be used
   a. As discussion topics for staff meetings,
   b. To revise program content and teacher lesson plans, and
   c. To plan staff development.

CURRICULUM PLANNING MODULE


CURRICULUM
PLANNING
MODULE
Joan Sanoff
For Teachers of Young Children
CPM

This material is reprinted from a module developed by Joan Sanoff, entitled "Curriculum Planning for Young Children."

Now we shall refer to Objective 2 to see how we can plan environments that are based on varying developmental characteristics of the children we have discussed.

OBJECTIVE 2. TO PLAN ACTIVITY CENTERS AND IDENTIFY THE CHARACTERISTICS EACH ACTIVITY CENTER PROMOTES TO INCLUDE: PHYSICAL, SOCIAL-EMOTIONAL, COGNITIVE AND LANGUAGE.

ACTIVITY

Let us chart the developmental characteristics for the construction center.

ACTIVITY CENTER Construction - carpentry

List those characteristics in children that will promote their large and small muscle development (M).

eye-hand coordination
____
____
____
____

List those characteristics that are related to the child's cognitive development (C).

visual discrimination
____
____
____
____

List the characteristics concerned with children's language development (L).

self-expression
____
____
____
____

List developmental characteristics related to social-emotional (SE).

positive self-image
____
____
____
____

ACTIVITY

We will now form into groups and be given a selected activity center to chart developmental characteristics. (Refer to the chart on the next page.) Please use the following format.

Each group should select a recorder who will transcribe all information onto a sheet of newsprint paper.

An open discussion will follow the completion of this phase.

ACTIVITY CENTER ________________________________

List those characteristics in children that will promote their large and small muscle development (M).

____
____
____
____

List those characteristics that are related to the child's cognitive development (C).

____
____
____
____

List the characteristics concerned with children's language development (L).

____
____
____
____

List developmental characteristics related to social-emotional (SE).

____
____
____
____

ACTIVITY

Use the chart below to record the developmental characteristics for each activity center by placing a check mark in the appropriate box.

		Activity Centers																				
		cubby/locker	large group	listening	water play	sand	dramatic play	art	blocks	manipulative	science	reading	writing	construction	indoor active	math	concept formation	music	movement	cooking	visual aids	protected outdoor
Developmental Characteristics	positive self image																					
	skill development																					
	problem solving																					
	experimentation																					
	concept formation																					
	sensory & perceptual acuity																					
	eye hand coordination																					
	large/small muscle development																					
	visual discrimination																					
	language development																					
	oral																					
	recognition of symbols																					
	individual functioning in groups																					
	self expression																					
	role enactments fantasizing																					
	observing																					
	socializing																					
	sensory awareness																					
	self esteem																					
	self knowledge																					
	exploration																					
	planning																					

ACTIVITY

Now that you have charted the developmental characteristics of a particular activity center, you are ready to develop activities that foster those areas of development.

Let us chart activities for the construction area.

ACTIVITY CENTER Construction

List activities that will promote children's large and small muscle development (M).

hammering
Sewing

List those activities that will promote children's cognitive development (C).

classifying
measuring

List those activities that foster language development (L).

dictating
creating

List those activities that foster social-emotional growth. (SE).

sharing
planning

ACTIVITY

Each group will now use the same activity center developed previously.

We will now develop activities for that center that will foster the developmental characteristics previously identified.

Please use the following format.

ACTIVITY CENTER—————————————————

List activities that will promote children's large and small muscle development (M).

List those activities that will promote children's cognitive development (C).

List those activities that foster language development (L).

List those activities that foster social-emotional growth (SE).

ACTIVITY

Use the chart below to record activities that are developed for each activity center by placing a check mark in the appropriate box.

		Activity Centers																					
		cubby-locker	large group	listening	water play	sand	dramatic play	art	blocks	manipulative	science	reading	writing	construction	indoor active	math	concept formation	music	movement	cooking	visual aids	protected outdoor
Activities	dictating																					
	writing																					
	measuring																					
	experimenting																					
	stacking																					
	ordering																					
	classifying																					
	feeling																					
	tasting																					
	dramatizing																					
	creating																					
	modeling																					
	mixing																					
	weighing																					
	balancing																					
	arranging																					

PLANNING MODULE (DEVELOPED FOR DC/TATS)

(1)
ACTIVITY: LIST 5 ITEMS THAT YOU BELIEVE ARE IMPORTANT ABOUT HOW CHILDREN GROW AND DEVELOP.

____

____

____

____

____

(2) ACTIVITIES
WHICH OF THE ABOVE ITEMS ARE IMPORTANT TO YOU IN YOUR ROLE AS A TEACHER. EXPLAIN WHY THEY ARE IMPORTANT.

____

____

____

____

____

This material is reprinted from module developed by Joan Sanoff, entitled "Curriculum Planning for Young Children."

PLANNING MODULE - Continued

(3) ACTIVITIES

LIST THE SIMILARITIES IN NEEDS FROM THE CHILDREN YOU ASSESSED.

A. LARGE AND SMALL MUSCLE DEVELOPMENT:

B. NEEDS IN THE AREA OF COGNITIVE DEVELOPMENT:

C. NEEDS IN THE AREA OF SOCIAL-EMOTIONAL DEVELOPMENT:

D. AREA OF LANGUAGE DEVELOPMENT:

PLANNING MODULE - Continued

(4) ACTIVITIES
IT IS NOW NECESSARY TO RESTATE THE NEEDS INTO SPECIFIC TASKS:

A. DECIDE ON A TASK RELEVANT TO THE GROUP:

____

____

____

B. EXAMINE EACH ACTIVITY CENTER TO IDENTIFY THE ACTIVITIES THAT WILL PROMOTE YOUR SPECIFIC TASK.

ART/COOK	WOODWORKING
BLOCKS	INDOOR ACTIVE
HOUSEKEEPING	MANIPULATIVES
SELF HELP	SOCIAL

PLANNING MODULE - Continued

(5) ACTIVITY
CHOOSE AN ACTIVITY CENTER THAT YOU WOULD LIKE TO WORK ON TO PLAN ACTIVITIES WHICH MEET THE NEEDS THAT YOU HAVE ASSESSED IN YOUR NEEDS ASSESSMENT:

CHART THESE ACTIVITIES ON YOUR PLANNING SHEET.
YOU SHOULD INCLUDE:

ACTIVITIES THAT PROMOTE:

A. LARGE AND SMALL MUSCLE DEVELOPMENT

____

____

____

B. COGNITIVE DEVELOPMENT

____

____

____

C. SOCIAL-EMOTIONAL GROWTH

____

____

____

D. LANGUAGE DEVELOPMENT

____

____

____

Theories of Child Development Materials:
Gesell, Erikson and Piaget

READING/DISCUSSION ON THEORY OF ARNOLD GESELL

Arnold Gesell - A physician who focused on understanding child development on a physical basis, Gesell became known for his concept of developmental milestones. He believed the most sensible way to understand problems in child development was to first gain an accurate understanding of the processes that take place in the normally developing child.

Gesell was a pioneer in observing children and cataloging their behaviors. He demonstrated that there are specific age levels at which infants and children are typically able to perform various critical behaviors.

According to Gesell, a normal or healthy child is one who develops in a manner consistent with the expected norms of development. Children who fail to develop according to these norm patterns would be experiencing developmental delays.

The following is a brief example of the revised Gesell Developmental Schedules as used by Hilda Knobloch on the Revised Developmental Screening Inventory.

Reprinted with permission from "Theories of Child Development."
Greensboro, North Carolina: Training Project for Paraprofessionals in Education for Handicapped, BEH Grant #G00702074, North Carolina A&T State University, 1979.

READING/DISCUSSION ON THEORY OF ARNOLD GESELL - Continued

EXAMPLES OF THE REVISED GESELL DEVELOPMENTAL NORMS

16 weeks:	Wave arms, move body at sight of dangled toy, on back Head steady, set forward, sitting Curl fingers actively around toy touched to hand Laugh out loud Initiate smile just when people come and stand beside him/her
28 weeks:	Reach and pick up cube with one hand only Sit erect one minute on hard surface Pick up cube, hold to radial palm with 2nd and 3rd fingers Make single consonant sounds: da, ba, ga, a-da Bite and chew, not just lick toys
12 months:	Dangle toy by string, deliberate Get up in middle of floor and take several steps alone Help turn pages of a book Say six "words" Indicate wants by pointing
18 months:	Dump pellet from bottle, request Walk downstairs, one hand held Turn book pages 2-3 at once Combine two ideas (Daddy bye, car go) Use regular cup or glass, put down when finished
24 months:	Get toy with stick on request Jump, both feet off floor Thread shoelace through safety pin hole Say 3-4 word sentences Feed self, spill little
36 months:	Imitate cross Alternate feet downstairs Try to cut with scissors Give full name Toilet trained, dry at night

READING/DISCUSSION ON THEORY OF ERIK ERIKSON

DIRECTIONS: Read the discussion questions. They are included here so that you will know ahead of time the key points to be looking for as you read. These key points you may want to bring up as you discuss your reactions to the material with your director.

Now read the material on Erikson. When you get through, go back and answer the discussion questions.

Child Development Theory: Erik Erikson

1. What did Erikson use as a basis to develop his eight stages?

2. What does Erikson view as basis for personality development in an infant? Can you give an example from your own experience?

3. Why does Erikson feel that a two-year old saying no so frequently is a necessary trait? What do you do about it?

4. Discuss how you think the 3 to 6 year old "becomes aware of his environment". Relate your past experiences.

READING/DISCUSSION ON THEORY OF ERIK ERIKSON - Continued

Erik Erikson - His theory of social/emotional development focuses on how children see themselves and on their interactions with others. Erikson believes that social/emotional growth parallels physical growth. He describes social/emotional development using a series of eight stages that extend from birth to death, with each stage building on the preceding one. The last three stages encompass the adult years.

STAGE	AGE LEVEL	CHARACTERISTICS
Trust vs. Mistrust	0-18 mos.	The ability of the infant to develop a sense of basic trust is the foundation of all personality development. The infant needs to have his/her physical needs met in order to form a strong emotional bond with the major caregiver, usually the mother. For example, the infant learns that as his needs for food, warmth, and attention are met by the major caregiver, he develops a sense of trusting people in his environment that prepares him to accept new experiences. An infant who does not have his needs met may not learn to trust people in his environment. He may become angry and frustrated and may become suspicious and fearful.
Autonomy vs. Shame & Guilt	18 mos. - 3 years	As the child tests his new motor skills, e.g., walking, running, he develops a growing sense of independence along with the ability to use the help and guidance of others. Attempts at independence may show up as tantrums or stubborness. For example, a two-year old may shout "No" to the questions "Do you want to go outside?" when in reality he really does want to play outdoors. If a child has not been allowed to develop some independence at an early age, he may begin to feel ashamed of himself and begin to doubt his abilities. He may grow up to be a shy, timid adult who is afraid to make choices.

READING/DISCUSSION ON THEORY OF ERIK ERIKSON - Continued

STAGE	AGE LEVEL	CHARACTERISTICS
Initiative vs. Guilt	3-6 years	The child becomes aware of his environment. He learns to broaden his skills through the increasing use of imagination and fantasy. He begins to explore his natural feeling of curiosity through his environment. For example, the child is interested in talking with new people and visiting new places. If the child is not allowed to follow these instincts, he begins to feel guilty about his feelings. He may be afraid to explore anything that's new.
Industry vs. Inferiority	6-11 years	During this stage the child begins to learn the values and skills of his environment. At school, he is expected to acquire the formal skills of reading, writing, math, and getting along with peers. The child needs to have self-discipline to do homework. The child learns to be industrious and ready to try out new skills. For example, a child who has learned to be timid (initiative vs. guilt) will be reluctant to make new friends. A child who constantly fails at everything he tries may feel inferior to his peers.
Identity vs. Role confusion	12 years-early adulthood	The child is concerned with how he appears to be in the eyes of his peers as well as finding out "who am I". The child should have developed specific skills, talents, and self-identities, meaningful goals, and beliefs. As the child moves toward finding his identity, various antisocial or delinquent behaviors may occur. For example, the child's parents may want him to be a doctor. The child may rebel against his parents' goal by getting poor grades in school.

READING/DISCUSSION ON THEORY OF ERIK ERIKSON - Continued

STAGE	AGE LEVEL	CHARACTERISTICS
Intimacy vs. Isolation	Adulthood	The young adult begins to form meaningful relationships with other adults. These relationships lead to marriage, where adults are able to love and trust one another. Child bearing also occurs during this stage. Adults who have not resolved the crisis of the previous stages are not able to form meaningful relationships with other adults.
Generativity vs. Stagnation	Adulthood	The adult continues to grow and develop socially. He is an active member of society. People who fail to do so become stagnant and do not produce.
Integrity vs. Despair	Adulthood	The mature adult has been successful in solving all of the conflicts of the previous stages. He feels that his life has had meaning. The adult who has not solved all of life's conflicts may feel his life has been incomplete and looks ahead to death with a feeling of hopelessness.

READING/DISCUSSION ON THEORY OF JEAN PIAGET

DIRECTIONS: Read the discussion questions. They are included here so that you will know ahead of time the key points to be looking for as you read. These key points you may want to bring up as you discuss this material with your director.

Now read the material on Piaget. When you get through, go back and answer the discussion questions.

Child Development Theory: Jean Piaget

1. How does the infant gain information about his surroundings? Can you give an example of this? How could your curriculum reflect this?

2. Give two characteristics that Piaget feels are typical of four-year olds. Can you give an example of these using the children in your center?

3. At what age can you expect children to cooperatively play together according to Piaget? Can you give an example of younger children's play that was not cooperative? Can you give an example of cooperative play?

READING/DISCUSSION ON THEORY OF JEAN PIAGET - Continued

Jean Piaget - A Swiss scientist and educator whose theory focuses on the way knowledge is acquired and on the changes in children's thinking from infancy to early adolescence. Development of thought is discussed in his four stages. Experience influences the age at which children move from one stage to another. His four stages are not intended to represent chronologically fixed milestones but rather are descriptions of the major flow of cognitive thought. His stages of cognitive development are:

1. SENSORIMOTOR - During the first two years of life, the child receives information from his environment primarily through his senses and a multitude of motor explorations. These explorations provide information about ways to cope with different situations and the effect of the child's behavior on the environment. For example, an infant learns if he cries when he's hungry, he will be fed; he learns if he smiles, he gets a response from the adult.

2. PREOPERATIONAL - From three to seven years of age children begin to expand their ability to think. This stage can be divided into two substages:

   a. PRECONCEPTUAL - During the third and fourth years of life, children are constantly investigating their environment and discovering new symbols to use in communicating about the environment. Children in this period usually see themselves at the center of their environment. For example, a child who has learned the label "dog" may initially label all four legged animals "dog". He gradually learns other appropriate labels for the animals, e.g., cat, cow, etc.

READING/DISCUSSION ON THEORY OF JEAN PIAGET - Continued

b. INTUITIVE - During the ages four to seven, children begin to form a widening interest in their social world and demonstrate an ability to give reasons for their beliefs and actions. Their increased social interactions and their growing ability to use words effectively are important factors in contributing to their growth. For example, it is difficult for children under four years of age to take turns. They need to learn to experience "it's mine" before they can say "I want to share it with you." As children move into the intuitive period, they are able to share and take turns with others. They also learn to play cooperatively with other children. For example, two children, after listening to a story about firemen, may decide to build a fire station in the block corner.

3. CONCRETE OPERATIONS - From the ages of seven to eleven, children become capable of mentally relating an object or event to a total system of interrelated parts. For example, a ball of clay contains about the same amount of clay regardless if it's a circle or a rectangle. They also are able to think about what happens to concrete objects without having to experiment with the object. For example, children this age come to realize that a glass of water in a tall thin glass is the same amount of water as a glass of water in a short, fat glass, even though the containers have different shapes.

READING/DISCUSSION ON THEORY OF JEAN PIAGET - Continued

4. FORMAL OPERATIONS - By the time children are age twelve, their cognitive development is characterized by thinking and reasoning. Children think about thoughts. They can form opinions about abstract concepts like love, right and wrong. For example, children can understand the term a "million dollars" which must be thought of in abstract terms. Mental development is usually complete by the end of this period, around fifteen years of age.

DEVELOPMENTAL CHARACTERISTICS
AND
RELATED ACTIVITIES AND EQUIPMENT

WHAT

The age-activity list is a description of the patterns in normal growth for specific ages.

Three kinds of information included which are helpful to persons who work with children are:

what to expect of a child --- DEVELOPMENTAL CHARACTERISTICS

what kinds of activities help a child develop --- ACTIVITIES

what kinds of equipment stimulate activities which will help a child develop --- EQUIPMENT

Ages have been used only as a guide. A child may be ahead of or behind his chronological age. Therefore, it is valuable to read the age-activity list for the age groups before and after his chronological age.

Equipment will be used by children in many different ways. Some equipment stimulates a child to work on certain skills. For instance, games encourage a child to work with others while balls encourage him to coordinate and control his body.

The lists of developmental characteristics, activities and equipment are by no means exhaustive. A caregiver can find more information by using the public library and other resources listed at the end of this section.

WHY

The important ingredient in the care of children is familiarity with each individual child. Adult expectations should be realistic for it can be harmful to expect either too much or too little of the child.

HOW

The age-activity lists can be used alone or in conjunction with the rating forms. If it is to be used alone, the chronological age is a good place to begin, but a child's growth may be described by an age group older or younger than his own.

If the rating form lists are used together, refer to the developmental area or areas in which the child can perform the fewest items on the rating form. The age-activity lists then gives the skills the child will learn and the activities and equipment which will provide opportunities for him to practice these skills.

Reprinted with permission from Your Day Care Staff: Helping Them Grow and Develop - An Orientation Manual published by the Frank Porter Graham Child Development Center, the University of North Carolina at Chapel Hill.

FROM BIRTH TO 3 MONTH OF AGE

DEVELOPMENTAL CHARACTERISTICS

DATE________________

________ Responds to moving person or object

________ Lifts head slightly when lying on back

________ Thrusts arms in play

________ Makes crawling movements with legs

________ Tenses body in anticipation of being lifted

________ Responds to sounds

________ Begins to smile

________ Responds and is comforted by being touched and held

ACTIVITIES

Hold, pat and touch baby for comfort and stimulation

Talk and sing to baby

Provide opportunities for baby to look at things: hold baby up; carry baby in infant pack; prop baby up with pillows

Note: Use infant seat but sparingly as there can be damage to baby's head and back with prolonged use

EQUIPMENT

Bright colored objects that cannot be swallowed

Pictures and designs hung where baby can look at them

Toys and other objects that make noise

Objects that have different textures

Baby packs

FROM 3 TO 6 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

DATE__________________

________ Eyes follow moving objects

________ Reaches for objects using both hands

________ Rolls body from side to side

________ Head control develops

________ Turns head to follow sound

________ Laughs out loud when played with

ACTIVITIES

Provide a variety of things for baby to look at

Talk with baby and imitate baby's action and sounds

Introduce new sounds and actions to baby

Place some toys beyond baby's reach so he will attempt to move for them

Play games with him: "Peek-a-boo", "Pat-a-cake"

Set aside times to hold, play and talk with baby

EQUIPMENT

Crib games

Mobiles, pictures and designs hung where baby can look at them

Soft cuddly toys

Objects small enough to be grasped and put in mouth but too large to be swallowed

Teethers

Toys and other objects that make noise

FROM 6 TO 12 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

DATE__________________

________ Sits with minimal or no support
________ Rolls over
________ Pulls along on stomach / crawls
________ Pulls self up / stands, holds on / stands alone
________ Feeds self cracker / eats table food with help
________ Holds two objects / reaches and grasps object / transfers hand to hand
________ Babbles / uses consonant sounds: (da, ma ba) / imitates speech sounds
________ Aware of others / looks for daily companion
________ Responds to own name / responds to simple request
________ Squeals with joy or pleasure
________ Participates with others in simple games such as "peek-a-boo"

ACTIVITIES

Singing and talking games: peek-a-boo; pat-a-cake
Naming games, i.e., naming toys, objects, pictures
Give and take games
Adult on floor crawling, chasing or being chased by baby
Encourage baby to explore safe places in house and yard
Stack blocks
Look at and respond with word or sound to baby picture book
Supervised play in the bathtub

EQUIPMENT

Push toys
Mobiles and other bright-colored things to look at
Unbreakable mirror
Various shapes of colored, textured objects
Noisy toys, e.g., pots and pans, spoons, shakers
Stack toys - containers that fit inside each other
Cardboard boxes for getting in, crawling over
Large wooden spools, beads or cubes
Solid pieces of furniture on which baby can safely pull himself up and walk around
Baby picture books
Bathtub toys
Musical recordings

FROM 12 TO 18 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

DATE_____________

_______ Walks holding on / stands alone / walks with good balance
_______ Can move his body in and out of spaces, i.e., boxes, chairs
_______ Feeds self / interest in using spoon / holds own cup
_______ Carries something in each hand
_______ Grasp and release fully developed: can turn pages and stack blocks
_______ Directs movement of object as in scribbling or feeding self
_______ Imitates words / single word sentences / labels objects / names familiar objects / uses two or three words together
_______ Points to familiar objects when named
_______ Looks for objects out of sight
_______ Does not know limits - needs help to set limits
_______ Communicates needs and desires

ACTIVITIES

Read stories and look at picture books together
Climb on solid objects such as steps, boxes or furniture
Water play: pouring from one container to another
Stack blocks and boxes
Pulling or pushing objects
Listening to and making sounds with body and objects
Singing and singing games - "Ring around the Roses"
Naming foods - describe color and texture
Repetition of directions
Simple hiding games: people and things
Manipulative activities such as stringing beads

EQUIPMENT

Sturdy picture books
Pull and push toys
Large balls
Large cardboard boxes
Wheel toys (without pedals)
Small or rocking chairs
Climbing equipment (steps)
Pounding bench and building blocks
Records
Water toys
Unbreakable mirrors
Spools - beads and string
Nesting toys and pop beads
Stack ring toy
Trucks
Simple puzzles
Musical toys and play phone
Dolls and pretend animals

FROM 18 TO 24 MONTHS OF AGE

DEVELOPMENTAL CHARACTERISTICS

DATE ______

Increased large motor skills:
______ Walks backward and up and down steps with help;
______ climbs up and donw; stands on one foot;
______ can throw, kick ball

Beginning to help himself:
______ uses spoons and cup - spills:
______ washes hands with help:
______ removes simple garments

Increasing ability to understand and communicate:
______ will ask for foods by name;
______ speaks in 4 or 5 word sentences;
______ names pictures; points to parts of body;
______ uses words to make needs and desires known

Increased sociability:
______ interested in simple play with adults and children;
______ beginning awareness of himself as a person and will refuse help, suggestions and ideas from others; acts negatively

ACTIVITIES

- Climbing (under supervision)
- Sand box play - filling containers
- Throwing and kicking balls
- Carrying boxes or large cardboard blocks
- Music - also dancing and marching
- Finger plays
- Walks around neighborhood
- Finger paint
- Play dough
- Simple housekeeping play
- Water play
- Scribble with crayon
- Simple stories with pictures, nursery rhymes

EQUIPMENT

- Picture books
- Wheel toys
- Climbing toys
- Large (5" diameter) balls
- Pounding bench
- Blocks of all sizes, especially large cardboard
- Puzzles, simple and large pieces
- Simple play stove, few dishes, pots and pans
- Small cars/trucks
- Ring stack toys
- Beads to string
- Noisemakers
- Dolls
- Farm and zoo animals
- Play phone
- Unbreakable mirrors
- Sand and water toys
- Broom
- Records

TWO-YEAR OLDS: FROM AGE 2 TO AGE 3

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

DATE____________

________ Ask for specific toy without seeing it
________ Names one color
________ Names pictures and objects
Talking:
________ speaks in phrases; vocabulary increasing;
________ repeats and imitates words and phrases;
________ talks with another child
Understands language:
________ complies with simple command such as "no-no" and "bring me"
________ Sings simple songs
________ Aware of shapes and some sizes
________ Matches or groups familiar objects as to color, form, size
Uses spatial and number concepts:
________ counts two;
________ puts things "on" or "in"

ACTIVITIES

Finger plays
Games: sorting; finding objects; story telling and singing songs
Labeling and describing objects and events
Supervised TV
Listens to stories and nursery rhymes

EQUIPMENT

Puzzles
Beads (pop together and stringing)
Picture books
Shape sorting toys

TWO-YEAR OLDS: FROM AGE 2 TO AGE 3

SOCIAL AND EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

DATE______________

________ Plays near another child often doing the same things, but not necessarily playing with him
________ Plays longer with one toy
________ Beginning to wait for turns
________ Makes definite requests
________ Insists on doing things own way and at own time pace
________ Responds to choices better than commands
________ May be shy of strangers - needs time to look people over
________ Affectionate, demanding and dependent in relationships
________ Pretend play based on adult activity (e.g., talk on telephone)
________ Likes rituals, wants to do things the same way (may also apply to routines such as nap and meal time)

ACTIVITIES

Circle games
Allow for quiet - alone places and time
Opportunity to choose between two or three alternatives
Housekeeping
Opportunity to play near other children

EQUIPMENT

Trucks and cars
Dolls
Housekeeping equipment
Mirrors
Dress-up clothes - male and female

NOTE: Having two pieces of same equipment will encourage social play among two-year olds

TWO-YEAR OLDS: FROM AGE 2 TO AGE 3

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

DATE________________

________ Can undress oneself, begins to dress oneself but needs help; occasionally initiates dressing
________ Drinks from cup or glass unassisted - some spills
________ Feeds self solid food - considerable spilling
________ Can use toilet or potty chair - needs help
________ Washes hands and face - needs help
________ Has usually settled into afternoon nap pattern

ACTIVITIES

Support child's interest in dressing and undressing; provide plenty of time
Allow child to feed and wash himself - with assistance
Assist in toileting without pressure - expect accidents
Plan reading, music and other quiet activities prior to nap

EQUIPMENT

Child size hooks and hangers for clothing
Child sized eating equipment
Stools for sink and toilet
Button, lacing and zipper frames or toys

THREE-YEAR OLDS: FROM AGE 3 TO AGE 4

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

DATE________

________ Curious - wants to find out about everything
________ Uses first and last name to identify self
Communication expands:
________ uses questions as a major communication tool - asks "dumb" questions;
________ beginning to express ideas as well as wants
________ Sings simple songs and begins word play
________ Listens and can be reasoned with verbally
________ Unable to evaluate own behavior - unable to take the role of another person
________ Uses fantasy and imaginative play to give meaning to people and events
Concept development:
________ can match primary colors; names at least three shapes;
________ can count to five or more; can place graduated sizes in proper order;
________ begins to understand the concept of size - choose large or smaller of two objects
________ Begins to understand and use concept of time, e.g., noon, yesterday

ACTIVITIES

Encourage conversations with other children and adults
Read and tell stories
Encourage child to tell and retell stories, including original stories
Help child use descriptive terms - e.g., "big red ball"
Encourage child to label, classify and sort objects by size, color or shape
Encourage development of time concepts - discuss daily and weekly routine in terms of time concepts
Ask frequent questions related to numbers, e.g., "how many glasses of milk?" "how many buttons are on that shirt?"

EQUIPMENT

Picture books
Pictures for story telling (from magazines, papers, etc.)
Puppets
Dolls, trucks, pretend animals
Recordings
Housekeeping equipment
Blocks
Ring tower, kittie in a keg, learning tower
Household objects can be used to count, to label, classify and sort: e.g., buttons, poker chips, dishes, silverware, beans

THREE-YEAR OLDS: FROM AGE 3 TO 4

SOCIAL AND EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

DATE________

________ Wants to please - is more cooperative and conforming than before

________ Is still egocentric:
own needs and wants are more important than those of others

________ Some control of strong feelings - e.g., will scream, "stop it" rather than striking out at another child

________ Concrete fears decreasing but imaginary fears increasing, e.g., darkness, dreams, ghosts

________ Learning to accept some rules

________ Beginning to accept some explanations

________ Can play with as well as near small groups (2 or 3 children)

________ Beginning to take turns

________ Some sharing may be seen especially with friends

ACTIVITIES

Select picture books about feelings, e.g., friends, fears, family relationship
As children play together help child understand feelings and actions, both his own and others
Make possible time and space for child to play with others
Supervised TV, e.g., Mr. Rogers
Puppet or play people to act out fears, to prepare child for new situations or to explore feelings
Quiet times to talk

EQUIPMENT

Pliable or wooden families and people
Toys that encourage 2 or more children to play together
Puppets
Picture books
Mirrors

THREE-YEAR OLDS: FROM AGE 3 TO AGE 4

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

DATE__________

________ Explores world by doing - wants to touch, move, taste, smell

Whole body coordination:
________ uses stairs easily; climbs and descends a ladder;
________ jumps - feet together; hops on both feet;
________ bounces, throws and catches a ball

Finger dexterity and hand control:
________ makes line drawings approximating simple shapes;
________ cuts across paper but not on line; strings small beads;
________ draws face with eyes, nose, mouth and ears - the features are not yet drawn in proportion or consistently placed in the correct position

________ Builds blocks into complete structures

ACTIVITIES

Provide space and time for dancing and musical activities
Encourage balancing activities, e.g., walking on curb lines, sidewalk edges
Encourage table activities: puzzles, pegs, drawing, coloring and cutting
Provide areas and opportunity for release of energy: climbing, running, jumping, kicking, bouncing, throwing

EQUIPMENT

Balls of different sizes
Balance beams
Climbing equipment: stairs, climbers, ladders, ramps
Mattresses
Crayons, pencils, pens, mark-a-lots, paper, scissors
Beads
Blocks of different sizes
Construction toys: tinker toys, pre-school lego
Puzzles and peg boards
Rhythm band instruments (can be made from cans, cartons, etc.)

THREE-YEAR OLDS: FROM AGE 3 TO AGE 4

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

DATE________________

________ Can take care of routines such as toileting and washing but often needs time to accomplish these tasks
________ Frequently initiates dressing
________ Puts on simple articles of clothing
________ Can spoon feed self - occassionally needs help
________ Cleans up spilled liquids - needs help
________ Sleeps for a short time or not at all during nap time, but needs quiet rest time
________ Can place garments on hanger or hook
Likes to have household responsibility:
________ setting the table for lunch;
________ cooking;
________ scouring the sink

ACTIVITIES

Encourage child to care for self - assist when necessary
Allow time for child to care for self
Opportunities to cook and serve food
Provide simple cleaning tasks
Provide books and quiet music to encourage resting

EQUIPMENT

Tooth brush
Child-size hangers and hooks
Towels and cloths at child's level
Stools and steps in bathroom
Rags and clean-up equipment available
Regular kitchen and cooking equipment
Records

FOUR AND FIVE-YEAR OLDS: FROM AGE 4 TO AGE 6

COGNITIVE

DEVELOPMENTAL CHARACTERISTICS

DATE____________

Language:

________ can carry on lengthy conversations; communicates thoughts and feelings;

________ can define simple words; tells stories with sequential content and detail;

________ can deliver a verbal message and return with a verbal reply

________ Reads by way of pictures and creates original stories

________ Can follow complicated directions

________ Clearly understands the sequence of daily events and deals with concept of time and seasons

________ Understands concepts:
of space, e.g., by, behind, in front of, middle;
of quantify, e.g., some, many, more less

________ Categorizes related objects by placing them in like groups: places together circles in one group, squares in another, etc.

________ Knows his own right from his own left, his age, and his name and address

ACTIVITIES

Show the child pictures and ask him to make up a story
Provide a variety of picture and story books
Provide experiences with opposite words; e.g., top-bottom; in-out; on-under; first-last
Help child be aware of time events during the day and seasons of the year
Watch for opportunities in every day activities to use number concepts; e.g., "how many blocks are still standing;" "how many cookies are needed"
Provide time for conversations with the child about what he sees, does, likes
Use size, shape and colors in giving directions; e.g., "put the red glass on the table;" "use the square blocks"

EQUIPMENT

Almost anything in the center or home can be used to develop cognitive skills, e.g., glasses can be counted, silverware can be sorted
Calendars and weather charts
Books and pictures
Card and lotto games

FOUR AND FIVE-YEAR OLDS: FROM AGE 4 TO AGE 6

SOCIAL AND EMOTIONAL

DEVELOPMENTAL CHARACTERISTICS

DATE________

Increasing understanding and control of feelings:
________ better able to substitute verbal threats and statements for direct physical acts;
________ behavior is not as impulsive as before; feelings may not dissolve as rapidly as before;
________ will stand up for what he wants
Social:
________ beginning to find some support from playmates; not as dependent upon adults for approval and recognition;
________ enjoys playing with three or more children;
________ shows greater awareness of rules; shows interest in the opinions of others
________ Better able to judge what he can and cannot do but often brags, exaggerates or boasts about himself or his family to other children
________ Realism is more a part of life - play can be more directed at the useful and realistic but immaginative play is at its peak

ACTIVITIES

Provide opportunity for child to make decisions related to his activities and take credit for consequences of these decisions
Make time and space available for child to be with other children as well as time and space for child to be alone
Pets can provide assistance to a child's social-emotional growth by developing attachment and responsibility
Provide protection for the child's play from the disruption of younger children; e.g., close a door or arrange furniture to ensure privacy
Provide opportunity for child and playmates to use a variety of types of equipment in their play; e.g., blocks, play dishes, dress-up clothes, play dough, etc.
As children play together help child understand feelings and actions, both his own and others

EQUIPMENT

Equipment that encourages cooperative play, e.g., lotto games, home-made walkie-talkies
Areas in the center for different kinds of activity: group-alone; noisy-quiet
Dolls, cradles, doll house, cars, trucks
Housekeeping equipment - male and female items
Blankets or tents
Pretend people, families, villages and puppets

FOUR AND FIVE-YEAR OLDS: FROM AGE 4 TO AGE 6

MOTOR SKILLS

DEVELOPMENTAL CHARACTERISTICS

DATE____________

________ Uses basic motor skills (such as walking, running, jumping) as part of other play - less for the sake of activity alone

________ May appear reckless because he still uses his skills to their fullest (e.g., may ride trike at full speed around corner but remains in control)

________ Skips one step; begins skipping by alternating feet; hops on one foot; runs backward; begins to sommersault; begins to jump rope

________ Draws forms that are more clearly defined and recognized by adults; begins to print letters but may confuse shapes of letters and numerals (reverses so many will look backwards); may print own name

________ Small items easily controlled (e.g., beads, pegs)

________ Cuts shapes out with increasing accuracy

________ Preference for right or left hand is usually established

ACTIVITIES

Encourage physical activity by ensuring there is time and place for running, jumping, skipping, hopping, biking, skating, sledding, etc.

Encourage dancing and balancing

Provide storage for and space for use of scissors, paper, crayons, pencils, mark-a-lots, chalk, glue, etc.

Encourage threading - beads, buttons, gluing

Provide space, blocks of time and encouragement for construction games - e.g., tinker toys, blocks, legos

EQUIPMENT

Wagon and tricycles
Large and small blocks
Roller skates
Balance beams
Ball, bats, hoops
Bean bags
Mattresses
Peg sets
Sorting boxes
Take apart toys
Magnetic Alphabets (possible to attach to metal surfaces)
Record player
Rhythm instruments (can be made from cans, cartons, etc.)
Stilts (could be tin cans with string handles
Small and large beads for stringing
Sewing boards

FOUR AND FIVE-YEAR OLDS: FROM AGE 4 TO AGE 6

HYGIENE AND SELF HELP

DEVELOPMENTAL CHARACTERISTICS

DATE______________

________ Can dress as well as undress self except for shoes and difficult fasteners
________ Feeds self with spoon and fork - occasional spilling when in a hurry or distracted
________ Serves and clears place at table - requires little help
________ Independent and self-sufficient in washing, bathing, brushing teeth, toileting
________ Can hang clothing on hanger or hook
Takes on small responsibilities:
________ fetches specific items
________ sets the table, etc.
________ Child needs rest but may not actually sleep

ACTIVITIES

Encourage child to dress and undress self
Allow time for child to carry out activities such as dressing, washing, toileting, setting-clearing table
Provide opportunities for child to take on responsibilities
Provide an atmosphere for a quiet time during the day

EQUIPMENT

Tooth brush
Child size hooks, hangers, towel racks
Sturdy dishes, glasses and pitchers
Toys that give practice with fasteners and ties

SIX, SEVEN, EIGHT AND NINE-YEAR OLDS

FROM AGE 6 TO AGE 10

DEVELOPMENTAL CHARACTERISTICS

DATE________

________ Rate of physical growth slows down
Shows skill in use of body:
________ eye-hand control developed; can stand on one foot, hop, skip, jump;
________ can bounce a ball; climbs well
Begins to evaluate self and behavior:
________ concerned about right and wrong; concerned with consistency and individual justice
________ Understands time and money
________ Learning to plan ahead
________ Needs prestige - may boast
________ Often careless, noisy, argumentative, self-assertive and aggressive
Beginning to assume some household responsibilities:
________ wipe dishes; sweep, care for own things
________ Plays in self-made groups - interest in teams and will abide by team decisions
________ Needs a group of friends; friends usually of own sex, some antagonism between sexes appears and "modesty" is prevalent
________ Imaginative - enjoys making up plays and songs and is fascinated with monsters and monstrous happenings
________ Begins to enjoy competitive games

ACTIVITIES

Provide space and opportunities for games and activities using whole body - swimming, skating, dancing, etc.
Encourage group play - helps meet need for group and practive of physical and social skills
Provide space, props and time for dramatics and rhythmic activities
Provide space and equipment for creative activities: art work, wood work, story writing and production
Provide increasingly more freedom
Provide opportunities for taking of responsibility

EQUIPMENT

Most of the toys and equipment listed for younger children will be used by this age group in a more complicated and mature manner
Games: "Checkers", "Trouble", "Sorry", card games, etc.
Bicycle, roller skates and stilts
Books, record player and tape recorder

TEN, ELEVEN AND TWELVE-YEAR-OLDS
FROM AGE 10 TO AGE 13

DEVELOPMENTAL CHARACTERISTICS

DATE________

________ Rapid growth in weight and height
________ Rapid and uneven muscular growth: may be awkward; restless or slow-moving due to rapid growth
________ Wide range of individual difference in maturity
________ Adjusting to body changes due to sexual development
________ Big appetite
________ Interested in collecting
________ Interested in money-making activities
________ Ideas of right and wrong more effected by own age group than adults
________ Concern with group recognition and approval of own skills and abilities
________ Embarrassed about showing affection in front of friends
________ Concern about failure may mean that the young person feels he can't do things that he could do at earlier ages
________ Strong desire to make own decisions, may contest every adult statement or direction
________ Beginning concern for good grooming

ACTIVITIES

Expect and allow for opportunities to engage in organized sports and activities
Encourage outdoor play
Provide for many kinds of social contact
Provide opportunity for rest and quiet times
Allow increasing freedom
Ensure that designated responsibilities are carried out

EQUIPMENT

Boxes, shelves or any place that is strictly his own
Record players and records, tape recorder
Radio
Books
Bicycle
Sports equipment: bats, balls, etc.
Games: cards, checkers

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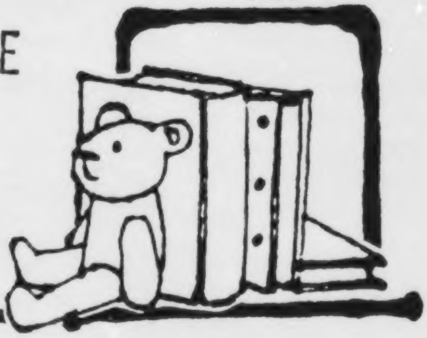
directors' bookshelf



Center-Developed Evaluation Instruments

CCIE surveyed subscribers to locate center-developed in-house evaluation forms. The centers listed below utilize a wide variety of evaluation forms focusing on various aspects of their programs (as identified in the parentheses). You are encouraged to write to these centers (not to CCIE) to secure a copy of their forms. Please send $1 to cover printing and mailing costs and, if possible, a copy of an evaluation form your center has developed.

Barbara Hartman, Campus Child Development Center, Santa Ana College, 17th and Bristol Street, Santa Ana, CA [illegible]. (Child developmental assessment and center assessment)

Diane Lawson, Holy Innocents Pre-School, P. O. Box [illegible], Lahaina, Maui, HI 96761. (Staff evaluation and parent observation)

Marcia [illegible], The Children's Workshop, [illegible] NE 15th Avenue, Pompano Beach, FL [illegible]. (Teacher evaluation)

Steve Sternberg, University of Minnesota Child Care Center, 1818 4th Street South, Minneapolis, MN 55454. (Director evaluation)

Susan Berliner, Austin Community Nursery Schools, [illegible] West Live Oak, Austin, TX [illegible]. (Center evaluation, parent survey, child assessment, and staff evaluation)

Carolyn Hobart, District 65 Kindergarten Child Care, [illegible] Avenue, Evanston, IL [illegible]. (Teacher evaluation)

Nancy M. Briggs, Villa Maria College Child Care Center, 2551 West Lake Road, Erie, PA 16505. (Staff evaluation)

Lynn Martin, Mercy Child Development Center, 1154 5th Avenue, Des Moines, IA 50314. (Parent reaction survey)

Diane Lusk, Harvard Yard Child Care Center, 25 Francis Avenue, Cambridge, MA 02138. (Parent evaluation and staff self evaluation)

Carol Murphy, La Crescenta Presbytherian Church Center for Children, 2902 Montrose Avenue, La Crescenta, CA 91214. (Staff self evaluation)

Gail Laskowski, North Pocono Preschool Day Care Center, 126 Brook Street, Moscow, PA 18444. (Child developmental checklists)

Fonda Kravin, Community Cooperative Services, Inc., 870 Sage Street, Reno, NV 89512. (Child assessment and staff evaluation)

Jill Ellen Steinberg, After School Day Care Association, 3200 Monroe Street, Madison, WI 53711. (Staff evaluation and parent evaluation)

Margie Carter, University Congregational Church Child Care Center, P. O. Box 5687, Seattle, WA 98105. (Staff evaluation, child schematic observation, and visitor reaction form)

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UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE

2. Type of course offering

_____ a. Continuing education course

_____ b. Curriculum course (specify curriculum) ______________________

_____ c. Workshop

_____ d. Other (please explain) ______________________

3. How many instructional hours (hours in class) did it take to present unit? ______________________

4. Please comment on the following components of the course.
   a. Job Tasks -
   Are they accurate, realistic and clearly stated? ______________________
   Would you add or delete any? _____ Which ones? ______________________

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated? ____________

Did you use them? ____________

Would you add or delete any? _____ Which ones? ____________

c. Knowledge/Skills -
Is the content accurate and clearly stated? ____________

d. Suggested Methods -
Did you use these teaching methods? ____________

Were they successful? ____________
List other methods that you used that were successful ____________

e. Materials -
Were the handouts and resources suggested useful? ____________

Was there enough supplementary material given? ____________

5. What type of agency or institution offered this course?

_____ a. Community/Technical college
_____ b. Other (please specify) ____________

6. Other comments and suggestions. ____________

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT SIX: STAFF

Job Tasks	Page	Handout
I. Formulate and implement personnel policies	6.2	
II. Prepare job descriptions	6.3	
III. Recruit staff	6.3	6A, 6B, 6C, 6D
IV. Terminate staff	6.11	6E, 6F
V. Plan and conduct staff orientation and professional development	6.12	6G, 6H, 6I, 6J
VI. Supervise staff	6.16	6K, 6L, 6M, 6N
VII. Formulate and implement staff evaluation	6.18	6O
VIII. Conduct staff meetings	6.19	6P

Instructional Performance Objectives

Can list broad categories to be included in personnel policies
Can write a newspaper ad
Can list agencies that can provide names of prospective employees
Can write policies and procedures for hiring/terminating staff
Can identify Equal Employment Opportunity (EEO) law and the effect it has on application forms and interviews
Can list the tasks to be performed by the employee for each position and define necessary qualifications
Can write an appropriate orientation plan for staff
Can assess training needs of staff
Can identify resources to be used in training staff
Can identify elements of staff supervision
Can list the purpose of staff evaluation
Can identify criteria for a good staff meeting

Knowledge/Skills

The staff that are employed by a center tend to have widespread influence. Ideally, they create the atmosphere of acceptance in which children can grow and develop. The community's view of the center is affected by the quality of staff that is hired. The ability of a center to be a viable force in the local child care community and to meet the professional challenges of early childhood education is in large part a result of successful center staffing. The following are issues that are included in staffing a center:

I. FORMULATE AND IMPLEMENT PERSONNEL POLICIES

What is the importance of personnel policies?

A. Personnel policies are critical to a center's operation because they provide the guidelines for the rights and responsibilities of each staff member along with expectations of how each staff person may expect to be treated by center administration or board of directors.

B. Personnel policies are the foundation for staff relationships and responsibilities and so are mentioned in this unit, as well as in Unit 1, Operational Planning. A more complete discussion of the characteristics of an individual center's personnel policies, examples of what may be included and handouts may be found in Unit 1, Operational Planning, pp. 1.20 and 1.21.

Suggested Methods

A large group discussion on the importance of the center's staff could revolve around these questions.

1. Just how important is a child care center's staff?
2. Why?
3. Are they more important than the director?
4. Are some staff members more important than others?
5. Which ones and why?
6. Take notes on chart paper to refer back to later on.

Materials

Chart paper, markers

Knowledge/Skills	Suggested Methods	Materials
II. PREPARE JOB DESCRIPTIONS		
What is the importance of job descriptions?		
Before staff can be interviewed or hired, thorough job descriptions need to be written and approved by center administration or the board of directors. These job descriptions need to be complete enough to give a job applicant an idea of what is to be expected, yet broad enough to allow flexibility for personal growth and contribution.		
Job descriptions are another topic that logically can be included in both this unit and in Unit 1, Operational Planning. A complete definition including those points usually included in job descriptions and handouts may be found in Unit 1, Operational Planning, pp. 1.5 and 1.6.		
III. RECRUIT STAFF		
What is involved in the staff recruitment process? Recruiting staff actually begins with completed job descriptions and includes procedures involving advertising, interviewing and selecting new employees.	Individual members of the class could share their experiences on how they were "recruited" into the child care business or into their current job.	
A. Advertising a job opening is usually the job of the center director. There are several points to consider in planning an advertising campaign.	Ask class members to bring to class examples of good/poor job advertisements.	HANDOUT 6A: Sample Job Advertisements
	OR	

Knowledge/Skills

1. Current staff members, parents and board members should be notified first. This courtesy allows them to learn of the opening first so that they can apply if they wish. It is also an example of good communication within the center.

2. Affirmative action plans if required may be satisfied by advertising in a wide range of places and in a variety of media (newspapers, trade journals, placement offices, community papers, and fliers). The critical factor is that notification of the job opening be available to a wide range of applicants, varied in geographical location, educational or racial background. (See Unit 4, Legal, pp. 4.7 and 4.8).

3. Contact should be made with agencies that have supplied successful candidates in the past. These may include
    a. Employment Security Commission;
    b. Manpower;
    c. Job Training Partnership Act (JTPA); and
    d. Local or regional junior colleges, technical schools or community colleges.

Suggested Methods

Bring in a variety of job descriptions from several different sources and put on the overhead or opaque projector or use in small groups to evaluate using these criteria.

1. Is enough information given?
2. Is too much information given?
3. Does the job sound appealing?
4. Are there critical details left out?
5. Would you apply for this job?

Materials

Overhead or opaque projector

Knowledge/Skills	Suggested Methods	Materials
4. Personnel ads should include the essentials of the job opening or a description of the type of applicant sought. Too much specific information may discourage some qualified applicants from applying, while too little information may result in a deluge of unqualified candidates. Some particulars that may be included in the advertisement are listed below. a. Job title b. Brief job description c. Crucial qualifications d. How to apply (phone, letter, etc.) e. Name of contact person, phone number or post office box number f. Salary range and starting date g. Working hours h. Fringe benefits	Divide the class into small groups and have each group write an ad for the same job. Compare the results.	Chart paper, markers, chart stand or tape
5. While the advertisement is being written, some consideration should be given to handling the various types of responses from applicants. a. In person. Are there specific hours listed for answering the ad or will there be continual interruptions for days or weeks?	Role play situation. Have members of the class portray the director and members of the selection committee as they discuss the pros and cons of how responses by applicants should be handled. A good/poor portrayal of telephone responses should be included.	

Knowledge/Skills	Suggested Methods	Materials
b. By telephone. This is a quick and easy way to screen a lot of potential candidates, but is there a staff member who can readily be assigned telephone duty?		
c. Through the mail. This is a more time consuming process; but, if writing ability is critical to the job, this does give the interviewer information on that point.		
6. A decision should be made about whether to have the applicant send in a resume or contact the center for an application. a. The resume may be more efficient, but it also may cut down on one more contact with the applicant when the application is picked up. b. The job application form should ask for information pertinent to the particular job but not for information that infringes on personal rights of the applicant. Even if candidates submit resumes, they should also complete a job application form as it provides information that may not be included on the resume. For a more complete discussion and details of a job application see Unit 1, Operational Planning, pp. 1.4 and 1.5.	Discuss in a large group the pros and cons of mailing in a resume versus coming to the center for an application. Be sure to ask for other options that may have worked for members of the class.	

Knowledge/Skills	Suggested Methods	Materials
B. Interviewing the candidates for a job can be time consuming, but, if well organized, can result in a feeling that the time and effort were worthwhile The center will profit because of both the time and effort expended. The following issues should be considered in the interviewing process.	As the interviewing process is a strategic one, consider beginning this session with a brief lecture outlining the importance of the topic. You might ask an experienced directors in the class or from the community to comment or to share their successes and failures in interviewing.	HANDOUT 6B: Staff Selection: Choosing the One From the Many HANDOUT 6C: Selection Interviews: Avoiding the Pitfalls
1. Who will conduct the interview? These are usually done by the center director. In some cases a committee consisting of staff members, parents, board and/or community representatives may be involved if the director requests assistance. It is always best to assume that the director has final authority in hiring and firing.	After the discussion or lecture, allow some time to role play interviews. This may be done in small groups allowing more people to participate and frequently causing less embarrassment to those who feel uncomfortable in front of a large group. Use an actual application as a prop. You might have roles drawn from a hat. These might include an incompetent director who asks too many and/or illegal questions; the applicant who wants a job, any job that pays good money; the experienced fourth grade teacher who hasn't worked lately but now needs a job; or others that you may think appropriate. Ask the audience to comment at the end of each role play.	Props for role play: Actual job application
2. Will there be more than one level of interviews? With a large number of applicants or with quite a few highly qualified candidates, it may be worthwhile to plan at least two levels of interviews: a screening interview and then an assessment interview. The value of two contacts may more than offset the time involved.		

Knowledge/Skills	Suggested Methods	Materials
3. What format will the assessment interview have? There are a variety of formats that may be used. a. An open-ended discussion where the candidate is encouraged to talk freely, guided by a few but very specific questions. b. A proscribed list of questions from which the committee doesn't deviate. These may be followed then by a question and answer time in which both applicant and interviewer(s) fill in gaps in information. c. A discussion based on the qualifications of the applicant. Each separate qualification is analyzed using questions to seek clarification on any issues.		
4. Will an observation be included in the interviewing process and who will oversee the observation? A decision should be made ahead of time about whether the director or perhaps a lead teacher will be responsible for the observation. If the applicant is expected to interact with children and staff, and will be evaluated on this, the candidate should be notified ahead of time. The limited nature of observations should be acknowledged,		HANDOUT 6D: What You Need to Know to Select and Train Your Day Care Staff

Knowledge/Skills	Suggested Methods	Materials

yet their value may more than offset the short time typically involved and the artificial setting created. This observation may take any one of the following styles.

a. An actual two to three hour class interaction. The first hour should not be observed allowing time for the candidate to adjust to the setting.
b. Interaction with a teaching team - to plan, organize and be involved with children for a specific activity.
c. A tour of the center with the director with a variety of opportunities for candidate to interact with staff and children.
d. Asking candidates to serve an entire day as a substitute.

5. Were Fair Employment Practices followed?
This includes not discriminating according to race, color, religion, sex, handicaps or national origin. Proof must be available that an attempt was made to seek applications, conduct interviews, and check references with no regard to race, color, religion, handicapping conditions or national origin. In addition, a center that receives public funding may have additional

Knowledge/Skills	Suggested Methods	Materials
regulations that should be followed. Each center should check its individual funding agencies. To find out how these issues may be brought up in relation to occupational qualifications, see Unit 4, Legal, pp. 4.7 and 4.8.		
C. Selecting the candidate that best fits the qualifications for the job is usually the final duty of the director. The selection is made by determining the best match between job qualifications and center needs as detailed in the job description. The following steps usually conclude the recruiting process. 1. Select best candidate. 2. Check references. 3. Offer candidate the position and negotiate the details (salary, work hours, vacation, etc.). 4. Notify selected candidate of appointment. 5. Notify other candidates who have been interviewed of the selection after the position is filled and ask them if they would like their resumes retained on file for a future vacancy.	Divide the class into pairs and ask each pair to write an example of a job selection (offer) or rejection. These may be posted or read aloud.	

Knowledge/Skills	Suggested Methods	Materials
IV. TERMINATE STAFF		
What is involved in the termination of a staff member? The center director may become involved in situations which require dealing with unsatisfactory employee performance. Termination may be indicated. In some cases, it is necessary to immediately dismiss the employee. In most cases, it is better to work with and counsel the employee to correct the situation. However, the situation may eventually lead to the necessity of firing the employee.	Lead a class discussion on problems and conflicts that occur with staff members. Ask class members if they are willing to share experiences of conflict that they have been involved with. It may be important to discuss confidentiality with the class, requesting that experiences that are shared in class not be discussed outside of class.	
A. If the center has a grievance procedure included in the personnel policies, the director should follow the steps listed there for resolving conflict. This may or may not result in the employee leaving, and the director should be aware of that from the beginning.	Focus some of the discussion on situations in which employees are terminated. Questions that can be used to begin discussion include: 1. Are there any situations in which you would promptly fire an employee? 2. What are they? 3. Do your personnel policies indicate what those situations are? 4. Have you ever had to let an employee go? 5. How did you do it? 6. Did you document the situation and subsequent action? 7. How did you as a director feel afterwards? 8. Looking back on it now,	HANDOUT 6E: Evaluation and Grievance Procedures HANDOUT 6F: How to Develop an Effective Grievance Procedure
B. In for-profit centers and others that may not have grievance procedures, the personnel policies should include what an employee may expect to happen if center rules are broken. It's possible that after attempting to resolve a conflict situation with an employee, that a director may decide to develop a set of either formal or informal grievance procedures.		

Knowledge/Skills	Suggested Methods	Materials
	would you handle the situation another way? 9. What are the risks in avoiding firing a problem employee?	
V. PLAN AND CONDUCT STAFF ORIENTATION AND PROFESSIONAL DEVELOPMENT What is included in staff orientation and professional development? One hurdle for the center director is finished when the new employee is hired. The challenge to the director is to orient or introduce that new employee to the work environment and then provide on-going opportunities for professional growth and development.	This may be a good opportunity to invite several local center directors to form a panel to discuss staff orientation and professional development. Instead of using the panel to discuss the pros and cons, try to structure it so that input focuses on what works and what hasn't worked in their individual or center experience.	
A. Orienting new staff members is a process that can have major points mapped out ahead of time leaving items pertaining individually to the new employee to the last. Some of this orientation may be done by the center director, but there is no reason why the majority of it can't done by an experienced staff person. The benefits of this would be to free the director's time, give the experienced staff person some administrative experience, and have the new staff person spend time with an experienced staff person.	OR Use members of the class to set up a similar panel. OR Have an outside speaker such as a day care specialist, coordinator or another person who does child care training come in to discuss opportunities for professional development in your community and region of the state.	

Knowledge/Skills	Suggested Methods	Materials
1. General orientation might include a tour of the center and introduction to other staff members and to parents. General policies (both operational and personnel) should briefly be discussed even if there is a staff handbook available. The handbook should then be given to the new staff person to read and use as a reference. This handbook might include the following items. a. Philosophy of the center b. Bylaws of the board (if applicable) c. Personnel policies d. Policies and procedures of children's program e. Copies of forms (e.g., sample work schedule or daily schedule) f. Information about community g. Organizational chart h. Individual job description i. North Carolina Day Care Licensing Law and other appropriate standards j. List of staff addresses and telephone numbers k. Holidays	The class may be asked to develop a checklist of items that should be covered in orientation of new staff members.	
2. Individual orientation would be determined by the experience and responsibilities of the new staff person. The following items are examples of what should be included in an orientation.		

Knowledge/Skills	Suggested Methods	Materials
a. Particular job responsibilities b. Background on particular children or parents c. Program plans already in process that directly involve this person d. Particular schedules that may affect this person: opening/closing center, riding in van		
B. Opportunity for professional development is the obligation of each center director to the staff of that center. By encouraging this growth in the staff, the center director is able to keep enthusiastic and professionally alive staff members. Professional development has a few critical components.		
1. Staff members should be encouraged to join professional organizations on the local, state, and national levels. Many staff members may follow the director's example of participation and attendance in these organizations. Besides setting a good example, the director may encourage staff involvement by talking about program activities and by providing substitutes, when possible, to encourage attendance at professional meetings.		HANDOUT 6G: North Carolina Professional Child Care Organizations

Knowledge/Skills	Suggested Methods	Materials
2. Each staff member should do an individual assessment to determine strengths and weaknesses, avenues to improve each of these, and personal goals. This self assessent should be reviewed with the director or supervisor. It is important that the director or supervisor handle this process in as positive a manner as possible.	Have a discussion about the difference between individual assessment and evaluation.	HANDOUT 6H: Day Care Needs Assessment HANDOUT 6I: Guidelines for Effective "On the Job" Staff Training
3. Resources available to staff for professional development may include any or all of the following oportunities. a. Training available at workshops, seminars given by local, regional, national day care associations and agencies b. Courses or programs available through local technical schools, community colleges, and four-year colleges c. Workshops, talks, demonstrations given by another member of the same child care staff or outside consultant d. Visitation in other centers e. Materials available through state, local and special libraries f. Opportunities to obtain Child Development Associate (CDA)	This would be a good time to tell students about the training opportunities at your school.	The manual Your Day Care Staff (McAdams, et al) had a chapter devoted to Career Development. Check the bibliography for information on this manual. Resources for Day Care in North Carolina: A Directory for Staff Development printed by the Office of Day Care Services has information pertinent to this topic. Check the Resource List for address of the Office of Day Care Services.

Knowledge/Skills	Suggested Methods	Materials
4. Support for this effort must be forthcoming from the center director. This support can manifest itself in a variety of ways. a. Director helps in planning appropriate sessions to attend b. Center pays course/workshop registration fees c. Center furnishes transportation to/from workshop d. Director provides time for course assignments to be completed (nap time, for example) e. Director provides job advancement and/or salary increase if a certain level of job competence is acquired due to extra work		HANDOUT 6J: Child Development Associate Credential (CDA)
VI. SUPERVISE STAFF		
What are the important elements of staff supervision? The center director has as one of many tasks the supervision or overseeing of center employees as they carry out their jobs. While supervision is a multifaceted task, when applied directly to child care centers, the following topics are readily within its scope. A. Scheduling is one of the most cut and dried duties of the supervisor. This can entail all schedules in which staff are involved: work and vacation schedules, transportation schedules, opening and closing the center, etc.	A short lecture on the principles or what is included in supervision would be appropriate here. It might be beneficial to then move to a panel or discussion led by several directors from various size centers discussing various supervision issues. 1. How does supervision vary with size of center and number of teaching staff? 2. How to find time for effective supervision	HANDOUT 6K: How To Be An Effective Supervisor

Knowledge/Skills

The schedules and the paper work are discussed in detail in Unit 1, Operational Planning, pp. 1.24 and 1.25.

B. Monitoring and observing employees as they interact with children and with their own peer group may be considered the essence of supervision. It is the director's responsibility to establish a positive rapport with staff members. This rapport may be based on shared goals and objectives for the center and its children, the director's respect for the center and its children, the director's respect for the staff members' abilities or their common interest in seeing children flourish. This kind of relationship takes time to develop. It leads to an effective basis for working with staff and a climate in which monitoring and observing are accepted and valued by staff. This aspect of supervision involves the following elements.

1. Being aware of the goals and curriculum that staff use in their classroom teaching

2. How children are treated during classroom activities and also when and how they are being disciplined

3. Being supportive of staff members

4. Seeing that directions relating to

Suggested Methods

3. How to give/receive positive and negative criticism
4. What is motivation and is it possible to motivate someone else?
5. How to be tactful yet forthright in giving feedback on staff performance

OR

Show film Time of Your Life which gives time management tips or show film The Pygmalion Effect which shows the power of supervisory expectations of staff and demonstrates good supervisory practices. These films are available from Media Processing Services, Department of Community Colleges. See Resource List for address.

Materials

HANDOUT 6L: Interpersonal Relationships - Creating a Positive Environment for Children

Knowledge/Skills	Suggested Methods	Materials
schedules or materials are clearly explained and carried out		
5. Observing attitudes or behavior that may negatively affect the child or staff member and offering constructive suggestions for change		
6. Getting to know staff members well enough to recognize their strengths and weaknesses and use these as springboards to improved professional development		
7. Promoting harmonious interpersonal relationships		HANDOUT 6M: Promoting Harmonious Staff Relationships
C. Directing staff performance follows monitoring and observing and uses the information gathered (however informally) on each employee. This direction of performance can be related directly to the employee's job description or to their goal of job advancement.		HANDOUT 6N: Motivating Your Staff
VII. FORMULATE AND IMPLEMENT STAFF EVALUATION		
What is included in staff evaluation? The staff evaluation serves the dual purpose of giving the staff members feedback on professional achievement while at the same time offering the employer a chance to have input into that person's perspective of	The handout could be used to focus attention on an example of staff evaluation. You might want to use the criteria mentioned in Unit 1, Operational Planning, p. 1.8, to evaluate this example	HANDOUT 6O: Example of Teacher/Staff Evaluation Refer to HANDOUT 6E.

Knowledge/Skills	Suggested Methods	Materials
his/her job performance. Most staff evaluation is based on objectives that were agreed on by director and employee and standards that may be used to judge achievement or nonachievement. Criteria for evaluation were discussed in Unit 1, Operational Planning, p. 1.8.	with the class.	Refer to HANDOUT 5E: Center-Developed Evaluation Instrument.
VIII. CONDUCT STAFF MEETINGS		
What are the essential elements of conducting staff meetings? One of few contacts, outside of staff development, that a director has with the entire center staff is at periodic staff meetings. Conducting successful meetings is a talent that directors can develop. Such meetings can contribute to team building. Planning that includes the following components leads to productive, effective meetings.	Ask different members of the class to role play some of the worst and best parts of staff meetings they have been involved in. Use this as a kick-off to a discussion about what are the essentials of a good staff meeting, why some work and others are dull and boring, what should be included and what left out.	HANDOUT 6P: Director's Survival Kit: Managing Meetings
A. An agenda that follows a logical or particular sequence to promote discussion among the staff.		
B. The meeting begins and ends on time.		
1. This shows concern for the schedules and plans of others.		
2. A realistic agenda has been presented.		
3. The length may vary, but staff members can know ahead of time how to plan their day.		

Knowledge/Skills	Suggested Methods	Materials
C. Meetings are called only if needed, otherwise a memo may be circulated or notices posted on the staff bulletin board.		
D. Minutes should be kept to document actions taken in the staff meeting.		

SAMPLE JOB ADVERTISEMENTS

Sample Classified Advertisement for the Waynesburg Chronicle

Teacher Assistant in a Day Care Center. Responsibilities include assisting the classroom teacher in the planning and implementation of the daily program for children, assisting in the family involvement aspect of the program and taking responsibility for some designated record keeping. Must have an Associate Degree in Early Childhood Education or equivalent. Experience preferred. Job available immediately. Send written resume to P.O. Box 320, Waynesburg, Iowa 36103. Our employees know about this opening. We are an Equal Opportunity Employer.

Sample Advertisement for the Local Association for the Education of Young Children Newsletter

Director wanted for the Community Head Start Center. Responsibilities include hiring and supervision of entire staff for a program serving 75 children, record keeping, proposal writing, working with Center staff, Community Action agency, parents, and other community agencies. Applicant must have a Master's Degree in Early Childhood Education with some training in at least one of the following: social work, special education, administration. Three years administration experience required -- Head Start teaching experience preferred. Send resume to Community Head Start Center, 352 Ninth St., Sioux City, Iowa. Deadline for applications, July 1. We are an Equal Opportunity Employer.

Sample Classified Advertisement for The New York Times

Nursery School Teacher wanted for suburban church-affiliated nursery school. Responsibilities include planning and implementing an age-appropriate developmental type nursery school program for a group of fifteen 3- and 4-year-old children. Bachelor's Degree required -- nursery school teacher experience preferred. Write for application to Ms. D. L. Jones, Director, Upper Plains Christian Church, 130 Meadows Place, Upper Plains, New York 10012, or call (713) 431-6037 Monday through Thursday from 1:00 to 3:00 P.M. We are an Equal Opportunity Employer.

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Staff Selection: Choosing the One from the Many

by Roger Neugebauer

Probably no act has more impact on the quality of a center's program than the selection of its staff. The following pages will outline ideas submitted by CCIE participants for mounting an effective selection process.

The Planning Process

■ Understanding Objectives. Clearly the prime objective of the selection process is to secure the best available individual for a position. However, two secondary objectives must not be overlooked:

1. To sell the organization to the selected individual. Both parties in the selection process must be convinced that the other is right for them.

2. To initiate the contractual process. Discussions with the candidates should be seriously regarded as the first step in negotiating a contract. A new employee's commitment to the center may be seriously undermined if the center reneges on promises made and expectations aroused during the selection process.

■ Defining Qualifications. In order to select the best candidate for a position, it is necessary first to define what qualifications this candidate should possess. Members of a center might start off by identifying all tasks associated with a job and simply listing all the qualifications that might possibly be required to perform these tasks. This list could then be narrowed down to a more workable list of the most essential qualifications by using the criteria--"Can an individual effectively perform this job in our center without this qualification?"

If the resulting list still includes more than a dozen qualifications, it might be further refined by identifying the highest priority qualifications. Here a criteria to employ might be--"If an individual were to possess excellence in only five or six qualifications, with which qualifications would such excellence make the most difference?"

The "Qualifications" inset, for example, lists the 26 most essential attributes of

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a head teacher as recommended by CCIE participants. The six highest priority qualifications are marked by asterisks (*).

■ Designing the Process. No one selection technique is effective as a means of assessing the full range of teacher qualifications. Centers commonly utilize resume reviews, interviews, observations and reference checks in concert to make a complete review. The order in which these are used, however, can greatly affect the reliability of the overall assessment.

Child care programs commonly narrow down the number of applicants by first rating them based on their resumes. Screening based on resume reviews is most reliable in terms of academic and work experience and least reliable in terms of personality traits. However, when CCIE participants were asked to rate the relative importance of the various types of qualifications, they overwhelmingly rated "personality characteristics" as most important. "Teaching philosophy" and "work experience" were rated moderately high in importance, and "academic preparation" was clearly rated as least important. This means that those whose personality characteristics make them the strongest overall candidates, but whose training and experience is minimal, will most likely be eliminated from consideration before their valuable strengths can even be noted.

Some centers solve this problem by only accepting applications for teaching positions from individuals who have substituted or volunteered in their centers, or who are recommended by someone known to the center who has observed them in the classroom. Another solution might be to concentrate recruitment efforts on a few of the most reliable sources so that the number of applicants is small but the predominance of strong candidates is high. A center might be better able, as a result, to interview, observe, and/or check the references of all the candidates. A third alternative is to initially review all applicants by means of a brief screening interview.

■ Selecting Reviewers. Who should be involved in screening the candidates? While it is advantageous to incorporate a variety of points of view into the selection process (by including teachers and parents, for example), it is also necessary to avoid expanding the number of participants into too cumbersome a group for effective action. Therefore, it is advisable to include in the selection process only those individuals whose perspectives are clearly needed to fully assess the candidates. This is especially critical in interviewing. If there are more than three or four interviewers, the interview is likely to proceed more like an inhibited inquisition than an open conversation.

■ Training Reviewers. Once the reviewers are identified, they need to be prepared to effectively carry out the tasks before them. The purpose of this training is to improve the reviewers' ability to identify relevant data upon which to base their selection decisions. The most basic way to enhance reviewers' assessment abilities is to discuss each of the qualifications until a consensus definition is agreed upon for each one.

Another training approach is to brief reviewers on the effective use of the various selection techniques (resume reviews, interviews, etc). The focus here should be on preparing reviewers to concentrate on gathering specific pieces of relevant evidence rather than general impressions. Although each piece of evidence may seem unimportant, when all of the reviewers' pieces are brought together in the end, they may in combination provide a clear indication of the extent to which candidates meet each qualification.

■ Recruiting Candidates. In most localities today an announcement of a child care opening yields a flood of applicants. However, experience has shown that the sheer number of applications received has less impact on the quality of the applicants than does the source from which the candidates are recruited. Therefore, a center can increase the likelihood of its finding a qualified candidate by carefully deciding where recruitment efforts will be concentrated.

Based on the experiences of CCIE participants, as well as on the analysis of studies in business (Lopez, 1965), it is possible to rank with a fair degree of confidence sources of recruitment which yield the highest caliber of applicants:

1. Employees and friends of the center who refer applicants;
2. Applications submitted voluntarily based on the center's reputation in the community;
3. Colleges with strong early childhood programs;
4. Local professional organizations (AEYC chapters, I & R centers, 4-C organizations etc); and
5. Notices in local child care newsletters.

Resumes and Applications

The review of written submissions provides an efficient means of assessing candidates' work experience and academic preparation. This assessment can be most reliable if it is based on reviews of applications on forms developed by the center. Resumes tend to be less useful sources because candidates, by the way they present their qualifications, can exclude or cover up any information which may reflect poorly on them. They tend to be a better gauge of applicants' writing ability than teaching ability. Applications, on the other hand, if properly designed, force the applicants to provide all the information required by the center for this stage of the assessment.

■ Screening for Prerequisites. All submissions can be screened briefly to

Qualifications: Head Teacher

The following qualifications were most frequently cited by CCIE participants as essential for a head teacher. Those asterisked were were rated as the highest priority qualifications.

Disposition

*1. Warmth
2. Sense of humor
3. Patience
4. Openness
5. Confidence

Competence

*1. Communication skills
2. Organizing ability
3. Maturity
4. ECE knowledge
5. Intelligence and common sense

Work Behavior

*1. Flexibility
*2. Willingness to grow
3. Energy and enthusiasm
4. Dependability
5. Initiative
6. Commitment to children

Interaction with Children

*1. Nurturance
2. Speech with children
3. Creativity
4. ECE philosophy
5. Sensitivity to individuals
6. Ability to control

Interaction with Adults

*1. Leadership
2. Cooperation
3. Peer relations
4. Parent relations

eliminate all candidates who fail to meet the basic prerequisites of the job. These prerequisites commonly include the minimum state licensing requirements on staffing as well as any other essential and easily identifiable qualifications determined by the nature of the job--such as good health, ability to play a musical instrument, or experience with infants.

■ Reviewing Submissions. In reviewing work experience and academic preparation, attention should be directed first at identifying those items listed which are relevant to the job. Then the extent of this relevant experience and training should be established by carefully scrutinizing dates. In addition to deceptively long lists of short term jobs, reviewers should also be on the look out for employment and training situations which run concurrently, as well as other part-time arrangements.

Robert Eagle (Kiddie Corner Schools, Charlotte, North Carolina) looks for evidence that applicants have continued to pursue opportunities for personal growth. Some centers attempt to assess the candidates' level of commitment by means of indicators such as voluntary participation in child care centers or on child care advocacy or interest groups. Talents and outside interests are often noted. Many centers also look for frequent job changes and large gaps between periods of employment, although it is probably not valid to draw conclusions from such events without looking into causes through interviews and reference checks.

Screening Interviews

Long lists of candidates can be effectively narrowed down through the use of brief screening interviews with all candidates who meet the basic job prerequisites.

Questions To Ask

Effective questions for teaching candidates as submitted by CCIE participants:

How would your discipline of a five-year-old differ from that of a three-year-old?

What is the difference between directing children's play and facilitating it?

How do you handle the child who bites?...who doesn't like you? ...who is experimenting sexually? ...who is abused at home?...who is ridiculed by other children?

In what ways are you seeking to grow?

How do you handle transitions? ...naptime?...lunch time?

Having seen our space what problems would you expect our physical environment would cause?

What changes would you expect to see in a normal four-year-old in the course of a year?

Questions Not To Ask

Examples of illegal questions under EEO laws:

Who will watch your children while you work?

How do you get along with other women?

Have you ever received public assistance?

Where were you born?

How would you feel about working with people of another race? ...with people younger than yourself?

■ Selecting a Format. Two alternative formats are employed. Mary Donavon (Children's Workshop International, Coral Gables, Florida) interviews applicants over the telephone to determine those who should have personal interviews. Alice Graves (Westmoreland Day Care in Washington, D.C.), on the other hand, interviews all candidates in person and then recommends the ones she is comfortable with to a personnel committee.

■ Conducting the Interview. Screening interviews can be brief (from 5 to 15 minutes) and informal. The interviewer commonly begins by outlining the nature of the job (its duties, rate of pay, starting date, etc). Then clarification is sought from the candidate on information on his/her resume or application in terms of his/her experience, training, interests, and expectations. At this stage questions should be specific and should not require elaborate, in-depth responses. From this personal interchange the interviewer should be able to eliminate from further consideration all candidates whose preparation and/or personality is clearly unsuitable, as well as those who are no longer interested in the job as described.

Assessment Interviews

For many centers the assessment interview is the focal point of the selection process. Assessment interviews enable centers to take an in-depth look at a wide range of qualifications of the top candidates. However, this is the most complex of all the selection techniques, and its advantages can be lost if it is not carefully planned and executed.

■ Preparing for Interviews. Interviewers should identify beforehand the qualifications that are to be assessed in the interviews. In some centers each qualification is assigned to specific interviewers for their assessment. Open-ended introductory questions should be agreed upon for each qualification. (See Questions inset.) Interviewers should also thoroughly review in advance the information they have about each candidate and make note of any points requiring clarification.

■ Scheduling Interviews. The most effective length for assessment interviews is from 45-60 minutes, with breaks of at least 10 minutes scheduled between interviews held on the same day. If more than three interviews are scheduled consecutively, mental fatigue sets in, and interviewers have difficulty concentrating. On the other hand, if interviews are scheduled over a period longer than a week, the impressions about the early candidates tend to blur and fade by the end.

■ Establishing Rapport. The immediate objective of the interview is to help the candidate overcome his nervousness so that he will relax, talk frankly, and give a realistic impression of himself. The following are some techniques suggested by CCIE participants for establishing rapport. Most of these will also serve the dual purpose of making the candidate's initial impressions of the center favorable ones.

--The candidate should be made to feel immediately welcome upon arrival either by having someone greet him or by having a notice posted indicating that he is in the right place and that someone will come and get him when it is time for his interview.

--The candidate should be personally escorted into the interview room and introduced to the interviewers while they are standing up and stretching. He should be seated so that he can easily see all of the interviewers yet not feel like he is on display himself. Once everyone is seated, there should be a short pause to allow the candidate to catch his breath and get oriented in the room.

--Once the interview begins, Ellen Gannett (Children's Center, Weston, Massachusetts) tries to "warm up" the candidate by inquiring initially about his personal, non-academic interests. Diane Hilard (Day Nursery Association of Indianapolis, Indiana) finds it most effective to get the candidate talking first about his previous experiences with children. Other directors seek to ease tension by opening with some point of common interest from the resume or by an initial series of specific, easy-to-answer questions.

■ **Questioning Candidates.** The pattern of questioning that has been found most effective is to open discussion on each qualification through the prepared introductory question and then to follow up by asking specific spontaneous questions which seek clarification of issues raised in the candidate's response. These follow-up questions require the most skill to employ but yield the most relevant information (Shouksmith, 1968). Other questioning do's and don'ts:

--Don't do all the talking. The more interviewers talk the less they learn.

--Don't argue points or describe your point of view.

--Don't give physical or verbal feedback as to your reactions to questions.

--Don't ask questions with obvious answers or which are answered in the resume.

--Don't ask trick or threatening questions.

--Don't let a candidate take control of the direction of the interview.

--Do praise a candidate for answering questions fully and frankly.

--Do verify important candidate responses by mirroring his response in the form of a question.

■ **Recording Information.** By the end of an interview, interviewers generally have already forgotten 50% of what was said. By the next day 85% has been forgotten (Nichols, 1957). Therefore, it is critical to record information during the interview. The best method is to tape record interviews. The next best method is to take notes onto a specific format with spaces for each qualification. In either case interviewers should also write down their reactions immediately after the interview.

■ **Closing the Interview.** When questioning is completed, describe the organization and position to the candidate and encourage him to ask questions. Then close by explaining the process that will follow and when and how he will be notified of the decision. The candidate should be escorted out.

■ **Reinterviewing Candidates.** If reviewers are torn between several candidates or have reservations about the top candidate, a second interview should be scheduled. In this interview points of uncertainty are probed in greater detail. Prior to these interviews all other means of assessing candidates (observations, reference checks, etc) should be completed so as to identify any potential problem areas for discussion.

Observations

The majority of CCIE participants find observations of candidates in the classroom to be the most helpful selection technique. This is the most reliable means of assessing the vital nature of the candidates' interactions with children. Charlene Richardson (Child Development Center, San Diego, California) notes, for example, that how candidates describe their teaching style and philosophy in an interview is often totally different from how they actually perform when working with children.

■ **Recognizing Limitations.** The major drawback of observations noted by CCIE participants is that the time is generally too short for receiving meaningful feedback; conclusions must be inferred from too few incidents.

Joann Shanks (Salvation Army Day Care, Tulsa, Oklahoma) finds a related problem to be that children are likely to be initially uneasy with a new person, thus precluding a fair evaluation of a candidate's interactions with children. Often the person who relates well to children in a short observation may be a good entertainer who is unable to develop warm, long term relations with children.

■ **Making Arrangements.** Many centers couple a candidate's visit to the center for an interview with an observation. The candidate's stay in the classroom should last at least two to three hours. She should not be closely observed during the first hour when she is adjusting to a new setting and the children are adjusting to her.

Muriel Tuteur (Amalgamated Day Care, Chicago, Illinois) asks candidates to work with a teaching team--to plan, organize, and be involved with children in a variety of activities. Harry E. Lippert (Florence Fuller Child Development Center, Boca Raton, Florida) tours the center with candidates and closely observes their reactions to the physical environment, the staff, and the children. He finds their casual comments to be indicative of their attitudes and philosophy.

Some centers seek to get a longer look at candidates by requiring them to work as substitutes for at least one day. Allene Reynolds (Our School, Pasadena, California), on the other hand, prefers to observe candidates in their own centers. Not only can she get a more accurate feel for the candidates' interactions with children, but she can also learn a great deal from the environments they have created.

■ **Assessing Performance.** To secure the most relevant information on the qualifications to be assessed in observations, observers should outline beforehand what to look for. Dr. Horton C. Southworth (Learning Tree Association of Pittsburgh, Pennsylvania), for example, has found it helpful to use normal university student teaching evaluation forms to guide observations.

To increase the reliability of assessments, some centers have two individuals observe the candidate. In other centers directors supplement their reactions to the observations by securing feedback from the teachers who worked with the candidate in the classroom. Another means of assessment is to meet with the candidate afterwards and have the candidate discuss her reactions to her time in the classroom. Her feelings and opinions about various incidents can be indicative of her attitudes about children and teaching as well as her knowledge of early childhood education.

Reference Checks

Information obtained from references may be the only means of assessing many qualifications--dependability, flexibility, initiative and leadership, for example. For other key qualifications, information thus obtained may provide a valuable check on information secured by other techniques.

■ **Selecting References.** The most reliable references are people known by the director who have worked with the candidate. These people will be more likely to speak candidly, and the caliber of their judgements will be known. The next best source is the candidate's most recent employer. References other than employers provided by the candidate are of uncertain value because they are likely to give only favorable recommendations.

■ **Contacting References.** Contacting references in person or by telephone is clearly the most effective means of soliciting detailed and candid information about the candidate. References solicited in writing take longer to complete and are usually short, guarded statements. "To whom it may concern" letters are of little value since the candidate would not forward them unless they were favorable.

In general no reference should be contacted without first checking with the candidate. If a candidate does not want her current employer to know she is job-hunting, this request should be honored; and the two previous employers should be checked instead. However, if a job offer is made to this candidate, it should be made contingent upon the receipt of a favorable recommendation from her current employer. If the candidate balks at this, there is probably good reason for further exploration of this situation (Rogers, 1976).

■ Questioning References. If a reference contacted by phone is dubious as to your reason for inquiring, offer to let him call back to your center to verify the source of the call. Once the person has agreed to be questioned, establish the nature and length of the relationship between the candidate and the reference. Did the reference directly supervise the candidate? Did he observe the candidate in a teaching situation? When questioning about qualifications be sure to press for more information (possibly by returning to the topic later in the conversation) whenever the reference shows signs of hesitancy; this may indicate a potential problem area. Also, in questioning key points, pause after a reference finishes a statement--she may get nervous about this silence and attempt to fill the void by elaborating further on the question. CCIE participants routinely check for potential problem areas by asking: Why did the candidate leave? Would you hire him again? Is there any reason for which you would not recommend this candidate?

The Decision

The myriad of information that is gathered about each candidate through the various techniques must eventually be processed into a decision.

■ Checking for Quick Consensus. Sometimes an elaborate decisionmaking process is unnecessary. When the group meets to make a decision, an initial survey should be made to see if all agree that one candidate is clearly the best. If a consensus is reached in this manner, it is advisable to run through the list of job qualifications to ascertain that the candidate meets them all.

■ Assessing the Candidates. The focus of the decisionmaking process should be strictly maintained on the qualifications of the position. This helps prevent the major potential pitfall of the selection process--the "halo effect," having one outstanding characteristic (negative or positive) of a candidate shape opinions about his overall suitability. To avoid this, candidates can be discussed one at a time in terms of each of the qualifications. Participants should be encouraged to cite specific evidence and incidents about qualifications rather than conjectural opinions or judgements.

■ Making the Decision. A variety of approaches can be used for selecting the best candidate. These range from formally conducting a vote to informally discussing until a consensus of opinion is reached. The advantage of voting is that it is quick and clear; the disadvantage is that it can force participants to make up their minds before they are ready, and it can polarize them into "winning" and "losing" camps. On the other hand, while the consensus through discussion method tends to make for sounder, more widely accepted decisions, it can take a long time to complete.

Many centers utilize features of both approaches. For example, after discussing candidates' qualifications, pause to let participants consider candidates privately. Then have each participant rate each candidate as either "qualified," "undecided," or "not qualified." Eliminate those who are rated as "not qualified" by a majority of participants. Compare the remaining candidates through discussion of the high priority qualifications. Have participants rate candidates as either "highly qualified," "qualified," or "not qualified." Eliminate all candidates not rated as "highly qualified" by a majority of participants. If more than one candidate remains, discuss and poll again until all but one are eliminated.

■ Announcing the Decision. Notify the first choice by telephone, and follow-up this verbal offer with a letter outlining the title of the position, the rate of pay, the starting date, the benefits, the probationary requirements and other key personnel policies. If the candidate accepts this offer, notify all other candidates of the decision, including those who were eliminated in the first stages of the process.

Fair Employment Practices

In selecting employees all organizations are prohibited by Title VII of the Civil Rights Act of 1964 (as well as by other state and federal legislation) from discriminating on the basis of race, color, religion, sex, handicaps, or national origin. In addition programs receiving public funds may be bound by even more specific administrative requirements. In general organizations must be able to demonstrate that a reasonable effort was made to recruit a broad spectrum of individuals and that in screening candidates irrelevant inquiries were not made, either in applications, interviews, or reference checks, about race, color, s sex, etc. Employers are prohibited from asking the types of questions listed in the Questions inset, for example.

This does not mean, however, that no questions can be asked about these subjects--they can be asked in reference to bona-fide occupational qualifications. If centers are uncertain about the legality of their hiring procedures, they should contact their state's Equal Employment Opportunity Commission.

Helpful Resources

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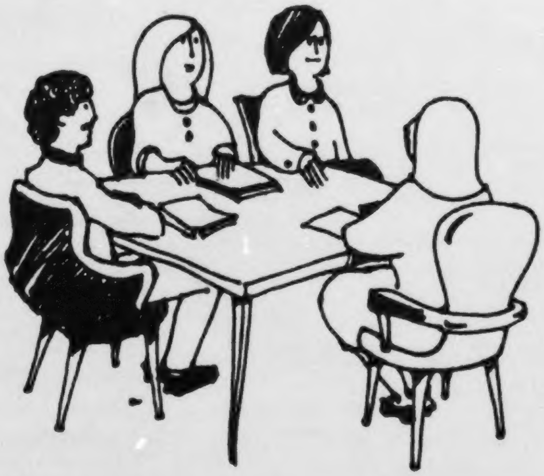

Selection Interviews: Avoiding the Pitfalls

by Roger Neugebauer

The interview is the most frequently used--and most frequently misused--staff selection tool in child care. Nearly all child care centers use interviews as a major part, if not the only part, of the process of evaluating the employment suitability of job candidates. Indeed the interview can provide an employer with useful insights on the qualifications of prospective employees. However, the interview is the most complex of all selection techniques. Centers employing it can encounter any of a number of pitfalls. This article will outline the most frequently encountered pitfalls and will describe techniques for avoiding them.

Pitfall #1: Attempting to assess too much.

The interview can be an effective technique for assessing some, but not all job qualifications. While a candidate's performance in an interview may give a reliable indication of her skills in relating to adults, it sheds little light on her ability to relate to children. To rely solely on an interview to evaluate the suitability of a candidate is placing too much faith in this technique. It is put to best use when used in conjunction with a variety of other techniques such as observations and reference checks.

The interview is most effective in assessing the knowledge, attitudes and personality of candidates. Even in these areas, however, the interview can only be effective if it is used to assess candidates in terms of a limited number of job qualifications. When interviewers are asked to assess candidates on more than a half dozen factors, they begin to suffer from information overload; and the reliability of their judgement begins to plummet (Shouksmith). Therefore, it is critical at the outset to isolate no more than six key job qualifications to be

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probed in interviews. It may be helpful to review the full list of qualifications for a job and to distinguish between those which are essential and those which are nice to have but not critical. Then during the interview concentrate attention on the "must have" and not on the "nice to have" qualifications (Jensen).

Pitfall #2: Attempting to interview too many candidates.

The interviewers had just completed interviewing ten candidates for the position of director in two nights. When they met to select the best candidate, they spent most of their time, not objectively weighing the qualifications of each candidate, but just trying to unscramble who said what. This incident is not atypical. The more candidates that are interviewed, the harder it is for interviewers to retain distinct impressions of each of them.

There is, on the other hand, a real advantage in seeing as many candidates in person as possible. This lessens the likelihood of a candidate with the ideal personality for a job falling through the cracks simply because she lacks skills in putting together an impressive resume. One way to solve this dilemma is to converse with all candidates who possess the minimum job requirements in a brief, 5 to 10 minute, screening interview.

The purpose of this interview is to outline the nature of the job--its duties, rate of pay, hours, etc.--to the candidate and to secure from the candidate clarification about information on her resume. From this personal interchange the interviewer should be able to eliminate from further consideration all candidates whose preparation and/or personality is clearly unsuitable, as well as those who are no longer interested in the job as described. The interviewer should also be able to spot those candidates with unimpressive credentials who nonetheless appear to possess the appropriate personality and temperment for the job.

Information overload can also be minimized through judicious scheduling. To give interviewers sufficient opportunity to digest and retain information about candidates interviewed, no more than three interviews should be scheduled for one sitting. Forty-five to 60 minutes should be set aside for each interview, with breaks of at least ten minutes between interviews.

Pitfall #3: Failure to establish rapport.

At the outset of an interview, a candidate is likely to be uptight and nervous. Until he relaxes and feels comfortable with talking frankly, he will not present a realistic impression of himself.

Certain details can be arranged to help relieve tension prior to the interview. When the candidate arrives for the interview, he should be made to feel immediately welcome either by having someone greet him or by having a notice posted indicating he is in the right place and that someone will come and get him when it is time for his interview. If there is time the candidate might be offered a tour of the center.

The candidate should be personally escorted into the interview room and introduced to the interviewers while they are standing. If there is more than one interviewer, the candidate should be seated so that he can easily see all the interviewers, yet not feel like he is on display himself. With one interviewer, both parties should be seated in comfortable chairs, preferably not on opposite sides of a cluttered desk. After the candidate is seated, there should be a pause which allows him to catch his breath and get his bearings.

To help the candidate "warm up," an interviewer should get the candidate talking with some easy, non-threatening conversation or questions. This should not be small talk about the weather as this will heighten the tension as the candidate waits for the ax to fall. The interviewer could start with some point of common interest from the resume--"I went to North Dakota State also. How did you like it there?"--or with a series of specific, easy-to-answer questions. Do not rush this phase of the interview as the interchange will not be open and frank until rapport has been established. Then once you are ready to begin in earnest, brief the candidate on what the interview will be like so he knows what to expect.

Pitfall #4: Having too many interviewers.

The most common pitfall in child care selection interviews is the "Spanish Inquisition" syndrome--bringing candidates before a panel of four to ten inquisitors. It is hard enough for a single interviewer to establish rapport with a candidate. When there are two or more interviewers it becomes much more difficult, and when there are four or more it is usually impossible. As a result, there is "a loss of sense of intimacy, a diminution of empathy, a confused interviewer, and a consequent inhibition of communication" (Lopez). In a panel interview setting it is also much more difficult to proceed in an organized fashion, to carry out a line of questioning to completion, and to ask spontaneous follow-up questions.

There are, nonetheless, occasions when, for either political or programmatic reasons, it is necessary to have more than one interviewer. An alternative to consider in these situations is the serial interview whereby one candidate is interviewed by a number of interviewers individually in sequence. Each interviewer covers different job qualifications or aspects of the job. In the end all interviewers meet to share their impressions and findings.

Pitfall #5: Failure to provide enough structure.

Research on selection interviews has uncovered many shortcomings of informal, unstructured interviews: They are highly inconsistent and highly susceptible to distortion and bias (Pursell); the same materials are not covered for all candidates; interviewers tend to talk more than interviewees; and interviewers tend to make their decisions early in the interview (Stewart). In addition interviewers tend to spend more time formulating their next question than listening to what the candidate is saying (Goodale).

For best results most personnel experts recommend a well-prepared for, semi-structured interview format. Prior to the interview the key job qualifications to be probed in the interview should be identified, and one or two open-ended introductory questions should be developed for each qualification. After the interview has progressed through the rapport-building stage, the interviewer should introduce a job qualification with one of these open-ended questions, and then follow up with psecific spontaneous questions which seek clarification of issues raised in the candidate's initial response.

Pitfall #6: Being swayed by general impressions and stereotypes.

Interviewers often are struck by a single aspect of a candidate's personality or background or by a single statement and allow this single factor to determine their overall assessment of the candidate. For example, the physical appearance of a candidate, especially one who is very thin, fat, short, tall, good-looking, well-dressed or poorly dressed, will often color an interviewer's judgement about a candidate (Jensen). Interviewers also tend to be influenced more by unfavorable information revealed by a candidate than by favorable information; and the earlier in the interview the unfavorable information is disclosed, the greater its negative impact (Stewart).

To keep such biases and distortions from undermining the selection process, interviewers need to be encouraged to concentrate on gathering specific pieces of relevant evidence about candidates' qualifications, rather than general impressions. One way to do this is to spend some time prior to the interviews reviewing the job qualifications so that interviewers are well aware of what information to probe for. A second approach is to provide training on effective listening skills (see Nichols).

Examples of Questions Found to be Effective in Interviewing for Teaching Positions

How would your discipline of a five-year-old differ from that of a three-year-old?

What is the difference between directing children's play and facilitating it?

What would you do when a parent tells you to discipline a child in a way you believe to be wrong?

How do you handle the child who bites?...who doesn't like you?...who is experimenting sexually?...who is abused at home?...who is ridiculed by other children?

How do you handle transitions?...naptime? ...lunch time?

What kinds of additional training will you need to be successful as a teacher?

What qualifications do you have which will contribute to your success as a teacher?

What would you like to learn to do that you cannot do now?

What aspects of teaching do you like most?...least?

Where did you gain your most valuable experience for teaching?

In your last job when did you feel most effective?...least effective?

What work would you like to be doing five years from now?

What do you expect your references to say when we call them? Why?

Pitfall #7: Failure to record information.

By the end of an interview, interviewers generally have already forgotten 50% of what was said. By the next day 85% has been forgotten (Lopez). Therefore, even though it may be somewhat distracting or discomforting to the candidate, it is critical to record information during the interview.

The best method is to tape record interviews. When doing this, tell candidates at the outset that the interview will be taped and for what purpose. A candidate may feel uptight with being recorded, but generally after the first few minutes everyone tends to forget about the recorder and converse normally.

The next best method is to take notes onto a format prepared in advance which provides spaces for each qualification. When taking notes, however, it is necessary to avoid telegraphing what you want to hear by stopping to write whenever the candidate says something of interest. Instead the interviewer should make a mental note of valuable points and record these when attention shifts to another interviewer or point in the discussion. In either case, after the interviews, the interviewers should take a few minutes to record their reactions.

Pitfall #8: Asking discriminatory questions.

Interviewers are barred by equal employment opportunity guidelines from asking questions that can lead to discrimination on the basis of race, religion, age, sex, marital status, arrest record, handicaps or national origin. Questions such as the following are not legal:

--Do you live with your parents?
--Who will watch your children while you work?
--How do you get along with other women?
--Do you have any physical disabilities?
--Where were you born?
--Have you ever been arrested?
--How would you feel about working with people younger than yourself?
--Does your religion prevent you from working weekends?

This does not mean, however, that no questions can be asked about these subjects. They can be asked in reference to bona-fide occupational qualifications. For example, although a candidate cannot be asked--"Are you a U.S. citizen?", the question "Can you, after employment, submit verification of your legal right to work in the United States?" is acceptable (Jensen). Centers which are uncertain about the legality of their selection procedures should contact their state's Equal Opportunity Commission.

Pitfall #9: Failure to sell the organization to the candidate.

Interviewers can become so preoccupied with assessing the candidates that they may not be aware of the impression they are making on the candidate. It is counterproductive to select the best candidate in the batch if that candidate is so turned off by the image the organization conveyed during the selection process that she turns down the job offer.

Throughout the interview process all candidates should be treated warmly and professionally. Appointments should be clearly made and adhered to. Candidates should be made to feel welcome when they arrive and respected when they depart. Having a well-structured interview not only yields more information about the candidates, it also shows the candidates that they are dealing with a professional organization and that the organization takes the job under consideration seriously.

Near the end of the interview, time should be set aside for describing the organization and the job to the candidate.

More Do's and Don'ts for Selection Interviews

▶ To encourage a candidate to be open, praise her for answering questions fully.

▶ To be sure you understand a candidate or to probe for more details, restate what she told you, but in an expectant tone--You say you have had difficulty working with aggressive parents....

▶ Use silence to draw candidates out. People tend to be uncomfortable with silence in a conversation. When a candidate stops talking but has not supplied enough details on a point, don't rush to fill the void. Wait for the candidate to speak up.

▶ Don't do all the talking. The more you talk, the less you learn.

▶ Don't ask questions which are answered in the resume.

▶ Don't telegraph what you want to hear by describing the philosophy of the center at the outset or by asking leading questions--Do you believe in open education?

▶ Don't reveal your reactions or feelings either through gestures, expressions, or remarks. This may cause the candidate to clam up or tailor her remarks to suit you.

▶ Don't debate issues with the candidate or seek to give advice.

▶ Don't ask trick questions. You cannot encourage the candidate to be open and frank if you are being devious yourself.

▶ Don't rely on general questions about teaching philosophies. How a candidate describes her approach in theory and how she performs in practice often bear little resemblance. Specific situational questions--What would you do if...--may be more instructive.

▶ Don't allow the interview to get sidetracked on an interesting but non-job-related tangent.

▶ Don't let the candidate take control of the interview.

▶ Don't allow the candidate to sense your impatience.

Questions from the candidate should be welcomed at this point also. In describing the job and answering questions about it, however, care should be taken not to oversell it. If there are negative aspects of the job (low pay, a split shift, or a recent history of staff turmoil), these should be discussed with candidates. The interview should be viewed as the first step in negotiating a contract. A new employee's commitment to the center may be seriously undermined if the center can't deliver on promises made or expectations aroused in the interview.

At the close of the interview, the candidate should be told the process that will follow and when and how she will be notified of the decision. Unless a candidate clearly lacks some basic job qualification, no indication should be given at this time about whether or not the candidate is likely to get the job.

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Roger's Office

What You Need to Know to Select and Train Your Day Care Staff

Alice Sterling Honig
Syracuse University

ABSTRACT: To improve staff-selection procedures, the following are recommended: asking the applicant questions about goals, interview role-playing, and a try-out work period. A 20-question checklist to be used during the trial work period is suggested to help the director evaluate the caregiver's ability and potential to increase the quality of child experience in day care settings.

Selecting Staff

To select your staff, three good steps to follow are to (1) ask and listen; (2) role play; (3) observe.

Ask and Listen

In your hiring interview with a potential new caregiver, ask questions such as, "What would you expect to be doing with a child of X age? of Y age? after naps? during a structured learning time? during outdoor play?" Ask what the applicant thinks are the most important things a young child needs to learn or to do in day care. Answers must be weighted on the side of expecting very early independence. Some adults have high expectations of self-sufficiency from small children. If the adult gives no hint that she or he (s/he)[1] understands well that a young child may still need adult help and company and nurturing while growing skillful at self-help, then beware that the adult may not want to be "bothered"

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[1] This notation will be used throughout to indicate a female or male caregiver.

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by a clinging child. A child who needs help with dressing or toileting may irritate the adult. Such an applicant may not bring the special quality of responsive caring so necessary to harmonious, developmentally-oriented day care, rather than routine or custodial care. Just as carefully, beware of the adult who rarely trusts the child to take care of his/her own needs if that would take longer or cause a mess—as in dishing up one's own portion of food at meal time.

Role Play

Role play with the applicant. You can pretend to be a parent who is concerned about choosing the right day care center for your child. Let the applicant suggest reasons to convince and reassure the parent (played by you) why this child should be in your center.

Try-out Work

Hire the applicant as a new caregiver for a week's probation and *watch*. Use the 20 questions that follow to see how the caregiver is working out. If a majority of your answers to the 20 Questions are YES, then you have found a good staff person to train for your center. Playing the 20 Questions game during the observational period will help you choose caregivers more effectively. Applying the 20 Question game to other staff can help you assess the quality of your child care program.

Training Staff

Each of the items in the 20 Questions game can be considered as a goal for staff development. After you have focused on these goals in your training sessions, then you may want to see how well your staff is achieving these goals. You may decide to use a checklist to mark off the frequency of desirable behaviors before and after your training on any visit to a day care room. Adult behaviors in caregiving, or ABC checklists, were developed for use with teachers of infants, toddlers, and preschoolers at the Syracuse University Family Development Research Program (Honig & Lally, 1975). ABC checklists can help you monitor adult inputs such as promoting social skills and facilitating language. Or, create your own checklist of behaviors—both those you want to see more of (such as talking with children at eating time), and those you want

to see less of (such as adults giving strong, negative attention when they disapprove of child behaviors).

Twenty Questions Game

These twenty questions to ask about each staff member as you watch him/her in interaction with children in a variety of day care experiences and settings are designed to tell you: "Does s/he? Can s/he? Is s/he?"

1. *Is s/he a nourisher?* a quality caregiver nourishes children with good nutrition and also with sociable, tuned-in company. She or he does not bottle feed an infant inattentively while gossiping with nearby workers! The child is fed love with each feeding situation.

Caring adults encourage the child in what Gordon (1975) calls the "ping-pong effect" and what Erikson (1963) calls "mutuality" in the relationship of caregiver and child. To paraphrase Honig (1974):

> Adults who trust themselves to be loving and facilitative and are sensitive to the child's signals and responsive to his expressed needs nurture that child's trust in adults as well as in his own ability to express his needs and to get someone to meet his needs. Thus, trust is built on a four-way signal system. The curriculum of a quality day care program can advance a child's development only if all those "signals" are "go." (p. 637)

Are voice tones positive and genuinely caressing, or dry, cold, negative, threatening, exasperated, or depersonalized, child-keeper voices? Does the adult sometimes get down on the floor with children? Does the caregiver rub the back of a tense or fussy child at nap time? Does the adult use a positive gesture as a distraction technique to avoid confrontation and challenges with children? Honig and Lally (1972), in their manual for training caregivers of very young children, suggest that distraction techniques may be more appropriate than constant chastising of very young children for some incipient behaviors. Instead of scolding a toddler intent on chasing a fellow day care companion in order to hit him, a caregiver might lift the toddler into a whirl-around hug and interest him in some other activity. Hipple's (1978) article "Classroom discipline problems: Fifteen humane solutions," offers other useful techniques in addition to distraction.

Are safety, health, and physical well-being conscientiously attended to? Some caregivers wanting to be generous have brought in peanuts for tots with few teeth. Some table tops have unprotected corners at eye level of young ones. On the other hand, is the nurturing so overprotective and rigid that there is no joy and discovery in the day care program? One community had banned sand boxes, the delight of children, because the adults were afraid of possible germs!

2. *Is s/he a good arranger?* Does the caregiver arrange environments for harmonious child interactions, for sharing, and for exploring? Teachers in our open-education day care program reported that the richer the varieties of experience that were provided for children, the more interesting the explorations undertaken and the less conflict among children. For example, in the creative experience area, one morning teachers had prepared: (a) easels with paper ready for painting; (b) finger paint; (c) hunks of pliable red play dough with cookie cutters and toothpicks; (d) a sawdust box which, when sifted through, yielded plastic toy dinosaurs and other animal treasures; (e) a water table with plastic smocks hanging nearby and assorted-sized containers and sieves for pouring.

Are there opportunities in the center for the children to use *open* materials through which they can impose personal goals and structure? Open materials would be exemplified by large building blocks, or a clay table, or a dress-up corner with lots of different male/female outfits and accessories. *Closed* materials, such as a puzzle, have a clear goal which is set by the activity itself.

Karlson and Stodolsky (1973) have found that children who more frequently chose to use open materials made greater cognitive gains than children who more frequently played with closed materials. However, both kinds of materials need to be made available for children.

Have the caregivers in your center provided for wet areas and for dry areas of play? Is there a place for movement and large muscle activity? Are there tables where small muscle skills can be practiced with pop-it beads, poker chips in coffee cans, peg boards, puzzles, and bead stringing?

Are there good arrangements for the child who needs *time out*—to cool off? Is there a clothing cubby to sit in? Is there a private space? Are there places where a child with a slight fever can wait for a parent to pick him up?

Are room dividers or furniture pieces used so that attractive work spaces are shaped? For example, a dresser, a rug, a low couch, and a case with displayed books can be positioned to create a cozy reading corner. In one day care center, large block shelves were set up in close proximity to the book shelves so that books were ignored and blocks were strewn all over the space right under the book display rack. Did this reflect good arranging skills?

3. *Is s/he a good noticer?* A quality caregiver needs subtle and sophisticated child-watching skills. Such skills help adults tune into and keep an eye on what and how and with whom events are happening. A quality caregiver particularly needs to watch body language, such as a scowling forehead, clenched fists, a tired shoulder droop and eyes that avoid contact. In one center, a toddler was frequently the butt of other children's hurtful actions. He tried to climb on a large toy auto. Another child climbed up behind him, snatched a toy from him, bit him and pushed him off the car. The toddler cried in misery. A teacher turned around and went toward him, but no one seemed to "notice" the sequence of scapegoating.

A caregiver needs to interpret child behaviors as accurately as possible. One day care worker exclaimed, "Hey, do you want to strangle me!" as Jonas ran up and hugged her vigorously and affectionately around the neck while she was kneeling and buttoning another child's coat.

Does the caregiver make a concerted effort to learn about each child? Case conferences are useful in order to focus attention and planning skills on children who are thriving as well as on children with difficulties.

Does s/he notice each child's interests and capitalize on them? One worker had a child snuggle appropriately near him on a couchas they looked at a picture book together. The caregiver kept pointing to fruit on one page. He urged the child to say "orange." Finally the little girl mechanically murmured "orange" obediently. All that while her eyes had been eagerly watching a large, galloping horse printed on the opposite page. The caregiver needs to watch a child's eyes and face to see where the child is focusing attention and interest.

4. *Does s/he encourage competency?* Carew's (1976) observations of families have shown that, by age three, well-developing children can be distinguished from less-competent youngsters. The families of the competent preschoolers provided lots of loving interactions. They talked a lot and read to their children frequently from babyhood on. They permitted "messy" water play and digging in dirt. They provided special experiences such as a trip to a store, a park, or a library. These parents helped their children to learn by explaining and by asking good questions.

At eating times are children encouraged to help prepare, serve, set, and clear tables for meals? Or do children sit inert and wait passively for prepackaged meals with no opportunities for sensory experiences, numerical learning, and sociable pride that meal times can offer. The Head Start film, "Jenny is a Good Thing," provides excellent examples of how to encourage autonomy and initiatives in children as they participate in food experiences.

Are painting smocks easy to fasten and put on without adult help?

Have the children been taught the dive-into-your-sleeves method to dress themselves in sweaters and coats?

Does the caregiver squash early competency in labelling by saying, "No, that's not a truck?" Or, does s/he remark, "This bus looks a little like a truck, but see the passengers sitting inside the bus. A big bus takes people where they want to go."

Does s/he reward trys?

Is s/he an appropriate reinforcer, or does s/he use vague words like "that's not right," or "wonderful," instead of zoning in and identifying specifically what competencies are involved. Examples: "Good, Juanita, you found *all* the red blocks." "Angelo, you built such a spacious wide garage with your blocks; even your largest truck will be able to fit in this garage!"

Does s/he reward social competency by helping children to understand their own and other's feelings?

Does s/he encourage *autonomy* and the *making of choices?* One day care mother's boy friend got angry because the mother used to ask her five-year old which way she wanted her egg—boiled or scrambled. "You're the mother. You decide what's for breakfast. You're the boss," said he. The mother answered carefully and reflected her feelings about a child's need for choices. How do we become decision-makers if we do not *practice?*

5. *Does s/he boost thinking?* Piaget says that the young child constructs his ideas of how the world works. A child learns from exploring many materials. A child also gains understanding through interacting with people and by puzzling over events that challenge his or her current ideas. But the child not only has to learn about the laws of the physical world: stoves, sinks, paint drips. A child also acquires logico-mathematical knowledge (Kamii, 1978). For example, daddy's shoe is longer than baby's shoe; trucks go together and cars go in a separate pile. Adults need to help children learn to put objects in categories and to line up objects according to a rule such as size. How important is teacher's helping suggestion or remark made at just the right time!

Does s/he help the child to *reason,* to *analyze,* to *search actively* for possible explanations?

Does s/he use the Socratic method a good bit to encourage thinking? Example: "Our chalk board is all scribbled up. How could we get it clean? What else could we use?" (Blank, 1973).

Does s/he encourage the child to make shrewd, reasonable guesses? "What will happen if we hammer these ice cubes all wrapped up in a washcloth?—if we heat these ice cubes up in a pot on the stove?—if we tried to put our slacks over our head?" "What do you think must have happened just a little while before if in this picture a man is chasing after his hat rolling down the street?"

Kamii and DeVries in their application of Piagetian theory to day care programs suggest giving children materials with which they can learn physical causality by trying out many ideas (Kamii & DeVries, 1978): "If you want to roll a log across a room, can you do so if the log has flat sides? If you want to use a fulcrum to launch something undangerous into the air, which side of a beam do you put the yarn ball on—the end which is up in the air and which you will push down, or the end already touching the ground?"

Forman and Kuschner (1977), using a Piagetian framework, suggest that helping children think means asking special kinds of questions. For example, asking a child "what would this doggy in the picture be looking at if he rolled over on his back?" or "what will this soda straw look like if you bend it here?" may provoke thinking more adequately than a "what do we call this" type of question.

6. *Is the caregiver a good "match-maker?"* If the caregiver has good observation skills and has set reasonable learning outcomes, s/he will be offering experiences and arranging discoveries that are neither too easy nor too difficult, but that will be challenging, intriguing, a bit novel, a little difficult to learn. Learning has a better chance to occur when two conditions are met. Caregivers need to become alert to the competency level at which a child is functioning in a variety of developmental areas, such as language, social skills, fine motor skills, etc. Caregivers then need to encourage further competence by providing experiences and activities which will be somewhat challenging or just a bit more difficult for the child. The crucial point is that the caregiver must match experiences, suggestions, questions, and information to the level at which the child now handles the ideas or actions involved. When the caregiver is a perceptive, accurate matchmaker, then learning and active pursuit of accomplishment will really happen right before your very eyes.

7. ***Does s/he encourage creativity and aesthetic experiences, expressions, and pleasures?*** **Is there music to sway to, dance to, do**

body rhythms to and to paint to? Are dress-ups and theatrical playlets encouraged? Are the children encouraged to use their bodies in dance and drama and costume and music and art? (In China and Japan, movement to music and aesthetic expressions are an *integral* part of day care curricula. See Honig, 1978) Are there plenty of dress-up clothes appealing and appropriate for boys and girls? Does s/he provide large cartons and other props to encourage pretend play at a "grocery store," "a house," or "post office"?

Does s/he actively role play with children? Lori rode her tricycle vigorously around the gym. Mr. Allen called out cheerfully, "Need some gas, Lori?" Lori pulled up to Mr. Allen's imaginary pump and said, "I want some gas." "How many gallons will you need?" asked her teacher. "Two," Lori decided. After Mr. Allen poured the gas, Lori started to drive away. "Hey, I didn't get a chance to put your gas cap back on, and you forgot to pay me!" exclaimed Mr. Allen. Lori backed up and pretend-payed for her gas. She received some pretend-change and continued happily on her way, calling back reassuringly, "I'll come back for more gas later, Mr. Gas Station Man." This "fill-er-up" episode suggests the zest and cognitive vigor that personalized dramatizing and role playing (both realistic and more imaginative) can infuse into a day care program.

8. *Does s/he provide positive contingent reinforcement (PCR)?* To shape children's behaviors toward goals, a caregiver needs to reward desired behaviors intelligently and ignore more immature or inappropriate behaviors.

PCR means that children get *prompt* attention and positive feedback when they are behaving and doing things that you and your staff feel are developmentally desirable. The "prompt" part is important. Suppose you're invited to dinner and don't mention till a month later that the salad dressing was really tasty and special. By that time, a busy hostess may not even remember for which dressing recipe you were the guinea pig that night! PCR, when used with deliberate planning, means fewer episodes when a caregiver simply reacts to frustrating events in the day care world with unthinking "no-no's" or nags.

It is helpful to emphasize strengths and positive behaviors rather than dwell on disapproved aspects of behavior. A caregiver needs to stress the things admired about the child—even the child that is a slower learner or the child that causes more than his/her share of upsets in the center. An ingenious caregiver can use PCR honestly and accurately in every aspect of daily center life:

"Sam, you threw that bean bag into the farthest wastebasket in

the room. You are a good bean bag thrower."

"Jenna, you think up such good new ways to tumble on the mats!"

"Tony, you built a tall building with a fine bridge between the towers."

"Letta, you are walking up the stairs holding on so *carefully*!"

"Shanda, you are so *gentle* with the guinea pig. I bet he's happy that you know how to hold him and pat him so gently."

"You are really a good tooth brusher, Leroy. You sure pay attention to cleaning every one of those strong, shiny teeth.!"

"Bob, thank you for showing Jimmy where the magic markers were. You were really a help to him."

"Good for you, Charletti. You read a whole book with me. You *finished* a whole book" (and this remains true, even for the homemade picture book of only five pages).

The day care staff needs doses of PCR, too!

9. *Is s/he a language enlarger?* Quality caregivers promote language with precision, passion, and pleasure. The frequency, richness, and responsiveness of language interactions differ very much among centers. Caregivers need to read regularly and expressively to children. Children love singing and chanting. The popularity of TV commercials should teach us something about rhymes and jingles and rhythms as delightful ways to play with words and build language skills.

Do caregivers listen to children who are vocalizing and talking and respond attentively to them?

In language-enriching centers, caregivers will find four principles useful:

One is the principle of the "match." Speak so that children can understand the message. Familiar words and sounds encourage the child. An adult talking too fast or in phrases too complicated for a particular child's understanding may increase a child's reluctance to try to communicate with language.

The second principle is our old friend "contingent positive reinforcement." Express pleasure in children's language understandings and in children's talk. Converse with children. Enlarge on their brief remarks. Of course, a caregiver needs to remember to meet the match expanding on a child's comments. If a toddler remarks "doggy," a caregiver can cheerfully exclaim, "What a nice furry doggy! He is wagging his tail." It would be inappropriate to burst in with a complicated explanation such as "This is a dog. He is a quadruped and a mammal and has been bred to carry out many functions from bloodhound tracking to retrieving ducks gently."

The third principle is to use "self talk." As you do things for and with children, talk about what you are doing. "Barry, I am mixing some red poster paint for you."

The fourth principle is "parallel talk." The caregiver labels objects, talks about what a child is doing and clarifies a child's feelings by using words: "Jerry, you look so happy today." "Beryl, you are working so hard constructing that barnyard with blocks." "Jenny is hop, hop, hopping on one foot." "Isaac, you are mad at me because you want me to read to you and I'm busy? As soon as I finish tying Larry's shoelace, I'll be ready to read with you."

Good language promoters will use the varied occasions and circumstances of the day care environment and daily routines to enlarge the language repertoires of the children.

Lunch time is a wonderful time to talk about foods, textures, colors, and tastes. Perhaps the children had hot dogs for lunch. How many caregivers asked about how the children's mothers fixed hot dogs for them at home— with mustard, with frijoles, with green chilis, catsup, onions, or in other ways? Children love to share important information. Events and styles of action in the home are of prime importance. A language-promoting caregiver enjoys and appreciates when children talk about and share family experiences with each other.

Note whether the caregiver uses language expressively and frequently even when a child is language-delayed.

10. *Does s/he use the "teachable moment?"* Leyvon was climbing on a geodesic dome, and, as he reached the top, his untied sneaker fell off and hit the safety mat below. "Oh, Leyvon, you dropped your truck," called out the alert caregiver. "No truck, shoe!" exclaimed Lyvon in surprise that his beloved teacher should have made such an error. Those words were the first that Leyvon had uttered all day. Picking up on teachable moments can enhance the learning career of a child. If the caregiver puts on his coat and Jonathan asks, "You going home, Mr. Arnold?" the alert caregiver asks, "How did you know I was going home, Jonathan?" The adult is subsequently able to praise the child for his reasoning that putting on a coat is what people do usually when they are getting ready to go out.

Perhaps a child finds it hard to comply with rules for not breaking up other children's block building or clay construction. The youngster may learn about the feelings of others much more saliently if you remind him of how he felt at a time when he found that another child had scribbled on his own favorite drawing.

Does s/he notice the teachable moment and utilize it to promote competence? One caregiver blew her toddler's nose, then asked him to put the tissue in a wastebasket at the far end of the room. She waited patiently as he navigated the long room by going around bulky furniture. He accomplished the task and returned to her for a hug and some well-deserved praises for this accomplishment and persistence.

11. *Is s/he sensitive to the rhythms and pacing of days and activities?* Are there balances for quiet times and noisy times? Romping and cleanup times? Song and story times? Small and large muscle times? Small children often cannot eat as fast or stack toys away as fast as grownups. Are children being rushed or hurried or nagged too much?

Children need lots of notice that new activities are about to start and they often need time to "wind down." Children should be given enough clear notice that soon it will be time for lunch. A caregiver can offer to help put the blocks away, stack the puzzle sets, etc. Such clear notice helps ease the transition from one activity in which children are hard at play to another activity.

12. *Does s/he promote mental health or "crazymaking"?* Crazymaking means that a teacher either does not accept a child's right to have his or her own feelings or the teacher denies the reality or reasonableness of the child's own feelings and understandings of a situation. Caregivers who promote good mental health give clear supportive feedback that a child's feelings and perceptions of the world are as legitimate as anyone else's. A child needs unconditional love and acceptance of the self from special adults. In addition, "Children depend on adults to help clarify and reaffirm their experiences with the world" (Smith & Davis, 1976, p. 439).

Examples of crazymaking:

X: Teacher, S is sad. (S's grandfather died last week)
T: She'll be OK. How about doing some block building now?

X: Teacher, I found a worm!
T: Ugh, put that slimy thing down. It's time for lunch right now.

T: Do you want to hear this new record about kangaroos?
X, Y and Z: No.
T: Well, here we go. I'll put it on and I'm sure that you will all enjoy the record.

X bops Y on the head.
Teacher: We don't hit in this Day Care Center!

> **Toddler Q scribbles a bit with a magic marker. He looks at his paper very happily and then, satisfied, turns to give the material to his teacher.**
> **T: Well, I guess that you didn't like that very much! You hardly spent any time at it.**

It is challenging work to build loving relationships with a child. One positive step to build good mental health is to acknowledge a child's right to his own feelings. And caregivers need to talk about feelings with children. Children may steal—to steal love and acceptance. Children may lie— if told they are liars, or if afraid of punishment, or if they yearn desperately for approval.

Let a child know his feelings are legitimate.They are his.When a child is angry, an adult can let him know that he can feel mad. But the caregiver must give clear *You* and *I* statements about the difference between accepting feelings and accepting certain behaviors (Honig, 1975a).

"Larry, you are feeling very mad. Ben knocked down your building, and you have worked so hard on it. You must be wishing he could just know how angry that makes you feel. You can tell him so, but I cannot let you *hit* him, and I will not let others hit you if they are feeling angry. You can let him know just how you feel and why you are feeling angry with him. I will help you by reminding him clearly about our rules for respecting each other's work in the day care center."

Another positive step toward good mental health is to arrange for the child to have positive emotional-social experiences with others. It helps when we state what we do want, not what we don't want. (Kids do not hear the "don't" in "don't run!") It helps when we have clear behavioral limits and consequences for off-limits behavior. It helps when we *analyze* situations and problems.

Tracy was building a tower. Miss G had admired it and urged him on, praising each step. Another caregiver came over and said, "Time to go to the gym." Tracy pouted. He wouldn't respond and wouldn't go. She picked him up in her arms, but he averted his face. "I wonder why he looks so mad and doesn't want to go?" the other caregiver remarked cheerfully to Miss G. "I think he wanted you to notice his tall tower,.. Miss G said quietly. "Oh, Tracy, that's terrific," sang out the other caregiver, nodding her head vaguely in the tower's direction and walking off with a still-scowling Tracy in her arms.

Caregivers can sharpen their noticing skills, particularly to assess emotional needs and states. Reading body language well gives a boost to our abilities to promote good mental health. Do

eyes sparkle? Can the child get others to play with him/her without bullying or bribing or whining? Is the child impulsive? Reflective? Does the child grind teeth a lot? Hunch shoulders? Does the child often look worried or sad or frown? In sum, noticing skills can help you analyze social-emotional problems better!

13. *Has s/he learned a variety of techniques for dealing with problem behaviors?* The effective caregiver tries hard to see ahead and prevent problems. But, building inner controls among young children takes time and trust and patience. Does the caregiver *use distraction techniques* well? Can s/he *use dramatic role play* to engage a child in more acceptable activities as an alternative to more troublesome ones. Is everyone clear on the center's rules and policies for behaviors?

Keeping promises consistently as a staff policy is a good technique for building up children's faith. Children need to feel secure that they will get their turn, that there will be enough cookies to go around, that they will get their needs met.

Praising behavior that the center wishes to promote will increase chances that children will behave more appropriately.

Ms. Jones lumped all the rhythm instruments in a heap in the center of a circle where the children were seated expectantly waiting. They scrambled over one another, and knocked into each other in their haste to reach a preferred instrument. The teacher could have prevented the ensuing melee by offering a choice from the box individually to each child and having some duplicates of the more attractive instruments.

14. *Does s/he keep on learning about child development?* The art of helping children grow well and true to their highest potential demands of us a consuming curiosity to learn more about our art. Who is a learning caregiver? That special caregiver asks for more workshops, reads books and articles on file in the Day Care Director's office, watches when a more experienced teacher role-models effectively with a child, and tries out new ideas and suggestions for activities with children. Such a caregiver is more likely to become deft and expert in devising and participating in ways whereby children can flourish in day care. Developmentally-oriented caregivers will share good ideas with each other to help optimize experiences and learning for their children. Such idea-swapping enriches caregiver relationships as well as child development.

If the caregiver is to be a continuing learner, then the director needs to provide resources, modelling, and appropriate ongoing, in-service training.

15. *Can s/he put forth the energy required for day care work?* Working with groups of young children every day, planning for their needs and individualizing interactions to meet specific needs all take a great deal of bodily energy. A caregiver may at one moment be on the floor playing with a child; at the next s/he may be helping to haul tricycles out of a shed in the yard; at another time s/he may be helping to tug off six pairs of on-tight rubber rain boots or cleaning up an inadvertently overturned can of paint. Can your new on-trial worker find the stamina to provide for the variety of experiences and the variety of needs of all the children over a day's long hours? The energy question is important. Caregiver energy often fuels the fire of curiosity and caring in a "tuned-out" or "turned-off" child.

16. *Is s/he a good model?* Young children learn by identifying with the special adults in their lives, just as they learn by other methods, such as acting on materials in their environment. A caregiver who has formed a trusting, loving relation with a child can teach so much just by the way s/he behaves. Notice whether the caregiver models: Patience; courtesy and respect for all persons, including the child person ("please" and "thank you" are magic words that help children learn to behave in more socially appropriate ways); curiosity and enthusiasm of his/her own; kindliness and helpfulness; positive discipline methods; good social relations with other staff (if there are resentments or jealousies among co-caregivers, children will have a poor model of coping skills for human sociability); joy—if the world has meaning for the well-loved caregiver, then the world will have meaning for the child. If we are purposeful and reflecting (rather than impulsive and disorganized), the child well-loved by us will tend to behave like us. Does the caregiver share joy and tenderness and respect the personhood of the child?

Research by social learning theorists has shown how powerful an impact the adult model can have. Children are wondrous (sometimes, disastrously comical) imitators of adult roles and qualities and styles.

17. *Does s/he meet the child's sensuous needs?* Young children live in a world of sensory-motor experiences. Watch a child's intense, absorbed concentration as s/he plays with water in a tub where containers and sieves of sufficient variety are provided. How young children love to mess about with sand, sawdust, rice, playdough, mother's dishpan water, or finger paint.

Cooking and eating experiences provide a fine opportunity for feeling (and licking) batter, for tearing salad into shreds, for smelling the ripeness of a fragrant apple as the caregiver carefully peels and slices it for all to taste.

Snuggle a child onto a loving lap for a story or a quiet time. Comfort a tired child with a gentle hug. These are essential sensuous experiences which nourish the child's sense of self and help him satisfy his needs for bodily contact comfort.

18. *Does s/he have high expectations for each child?* Children come to day care with different levels of attention span and persistence, as well as different ability levels in different areas. Some children have few social skills but may be adept with puzzles and books. Some climb and swing with ease, while others are fearful of two step-ups. All children need to be challenged in unhurried, un-pressuring ways to become more competent. The subtle message that a day care worker communicates may radiate his or her positive acceptance and belief in each child's ability to grow in the quality of understandings and skills—*or* may radiate signals that this day care center is only a holding operation, a job with few goals for children and few expectations that child creativity and intelligence will really blossom.

19. *Can s/he involve parents in the program?* Dropping off a child in day care may be done in a hurried fashion as parents rush off to work. Days may end on a tired note at pick-up time. Finding ways to promote good parent-center cooperation for child development is a challenge for the caregiver. Can s/he find some ways to communicate caring, concern, pride, and information? Perhaps the caregiver can safely pin a "Memo to Parents" note to a child's coat. Small notes might say: "Helen mixed yellow and blue paint and made green today all by herself." "Joey and his friend Bill built a 'space ship' out of blocks." "Harry is beginning to point to pictures in books and tell us the names of animals."

Caregivers who display an open suggestion book for a parent to write in, who arrange for potluck suppers, who make home visits, or invite parents to drop in at lunch time, are making active contributions to creating a positive working partnership between parents and center (Honig, 1976).

Caregivers can involve parents in their children's education and day care experience by using parents as a resource. A parent can tell the day care center worker what s/h^ does to get the child to smile, what kinds of games or play the child most enjoys at home, what are preferred foods, etc.

20. *Can the caregiver integrate the day care experience for children?* A caregiver who brings thoughtful intelligence and consideration to the job will manage to integrate the totality of the day

care experience for young children. Integration should occur along several dimensions. Particularly important is the comfortable integration of cognitive, language and problem-solving activities into daily routines of the program (Lally and Honig, 1977). The challenge lies in how feeding times, nap times, toileting times, shepherding times, clean-up times can become enriching intellective experiences as well as necessary routines. Required are sensitive communication and planning skills.

Another important integration is the close meshing of cognitive enrichment with social and emotional supports for the children. Children live best in an atmosphere where loving and learning are intertwined in their experiences.

The integration of experience can also be promoted if toys and activities are seen as actively supporting a variety of goals. A graduated ring-stack toy can serve to teach spatial relations to young infants. It can give a boost to eye-hand coordination skills and gestural imitations. The rings may be used to label colors and the circle shape. For the preschoolers, this toy may appeal as a challenging seriation task. Foods can meet not only nutrition needs, but be served also to teach number, shape, tastes, colors, textures, ethnic specialties, and humanly satisfying sociable patterns.

Conclusion

If most of the answers to the above Twenty Questions Game are *yes*, then you are well on your way to confirming a high-quality curriculum and a qualified caregiver for your program. The director who can vouch for *yes* answers to the 20 questions for the caregivers in that program can add the old familiar Latin acronym, Q.E.D., to a survey of the center. Only in this context we can roughly translate as: "Quality has been demonstrated!"

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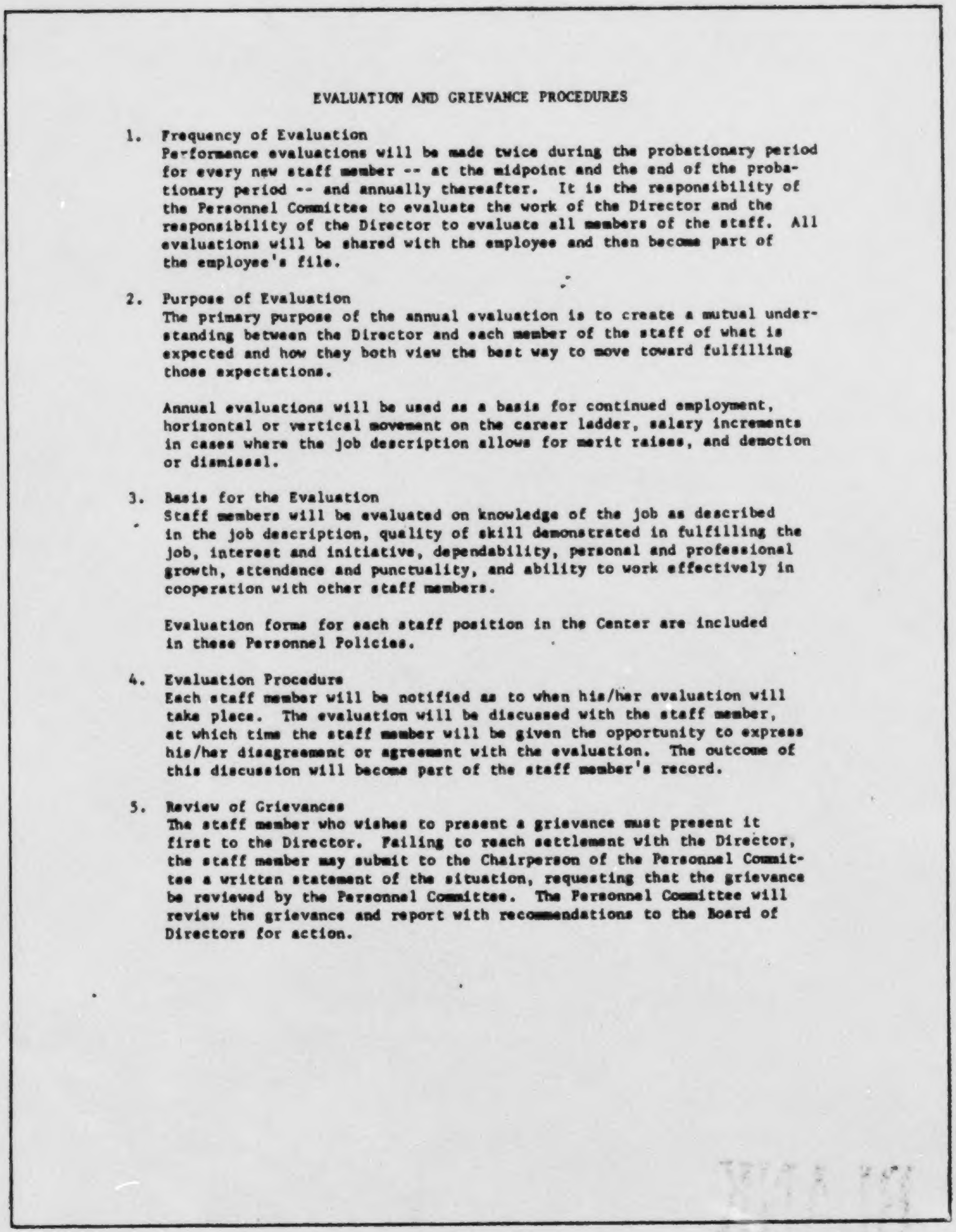

EVALUATION AND GRIEVANCE PROCEDURES

1. Frequency of Evaluation
   Performance evaluations will be made twice during the probationary period for every new staff member -- at the midpoint and the end of the probationary period -- and annually thereafter. It is the responsibility of the Personnel Committee to evaluate the work of the Director and the responsibility of the Director to evaluate all members of the staff. All evaluations will be shared with the employee and then become part of the employee's file.

2. Purpose of Evaluation
   The primary purpose of the annual evaluation is to create a mutual understanding between the Director and each member of the staff of what is expected and how they both view the best way to move toward fulfilling those expectations.

   Annual evaluations will be used as a basis for continued employment, horizontal or vertical movement on the career ladder, salary increments in cases where the job description allows for merit raises, and demotion or dismissal.

3. Basis for the Evaluation
   Staff members will be evaluated on knowledge of the job as described in the job description, quality of skill demonstrated in fulfilling the job, interest and initiative, dependability, personal and professional growth, attendance and punctuality, and ability to work effectively in cooperation with other staff members.

   Evaluation forms for each staff position in the Center are included in these Personnel Policies.

4. Evaluation Procedure
   Each staff member will be notified as to when his/her evaluation will take place. The evaluation will be discussed with the staff member, at which time the staff member will be given the opportunity to express his/her disagreement or agreement with the evaluation. The outcome of this discussion will become part of the staff member's record.

5. Review of Grievances
   The staff member who wishes to present a grievance must present it first to the Director. Failing to reach settlement with the Director, the staff member may submit to the Chairperson of the Personnel Committee a written statement of the situation, requesting that the grievance be reviewed by the Personnel Committee. The Personnel Committee will review the grievance and report with recommendations to the Board of Directors for action.

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How to Develop an Effective Grievance Procedure

by the Child Care Staff Education Project

Over fifty years ago Katherine Whiteside Taylor, a pioneer in child development, founded a nursery school which today serves working parents as a child care center in Berkeley, California. One of Taylor's many contributions to the field of child development and teacher education is the following statement concerning conflict resolution in her center:

> *Problems arise at times from conflicts among members of the group; but well managed, these make for healthy growth, both in individuals involved and in the group as a whole.*

The Child Care Staff Education Project consists of a group of present and former child care staff, directors, and teachers. They are presently working on a series of inservice handout materials to aid in the upgrading of working conditions for child care personnel. For more information contact: CCSEP, PO Box 5603, Berkeley, CA 94705.

Taylor recognized both that conflict cannot be entirely avoided and that it can potentially lead toward positive change. To constructively handle conflict, directors and teachers today agree that good management is needed. It involves developing problem-solving techniques and clear communication among staff. Tema Nesoff, former director of the Seattle Day Nursery Association, states: "Running a program requires careful balancing which takes management skills. We need more of these in child care."

To develop and better utilize management skills, centers need tools such as personnel policies, substitute and break policies, good job descriptions, evaluation procedures, and processes for complaints or grievances. In this article we will examine the role of grievance procedures in the functioning of a center and will discuss how to establish and utilize them.

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What Is a Grievance Procedure?

It is simply a system or a set of steps which people involved in a conflict use to work out their problem(s). It establishes a guide with specific actions and a line of authority to follow in finding resolutions to disagreements. A grievance procedures is part of a center's personnel policy and may take several forms.

Why Have a Grievance Procedure?

When we asked why a grievance procedure needs to be part of center policy, most staff responded that it provides a clarity and an order which is needed in the kind of stressful work child care people perform.

One director, Dorothy Rowie, Anoka, Minnesota, states that she established a grievance procedure because she had worked without one when she was teaching and found it confusing and frustrating to have no vehicle for complaints. As a director she finds that the process "takes the pressure off me" as well as it aids the staff. Several teachers indicated that they felt protected, knowing that there was a way they could "work through the bureaucracy" with their complaints. The presence of a working forum through which "both sides of a story" can be heard and responded to relieves people of the burden of taking every complaint on themselves. Grievance procedures can also help "objectify" problems and thus prevent, or at least reduce, personality conflicts or clashes.

What Is the Difference Between an Informal and a Formal Grievance Procedure?

Informal grievance procedures are practiced in child care every day through gripe sessions, staff meetings, or teacher problem-solving. Because our jobs demand team work and cooperation in a myriad of duties, child care staff develop casual and even unconscious ways of clarifying roles and resolving conflicts. Other informal grievance procedures are developed through staff sharing of jobs, rotating of duties, and support systems involving staff members. Informal grievances are important ingredients in the smooth operation of any center, but they often crumble under the strains of certain types of conflicts.

A formal grievance procedure is an actual written plan which usually includes, but does not have to be limited to, the following items: 1. Who can initiate a formal complaint (permanent staff, probationary staff, part-time, full-time, board of directors, etc.). This identification is sometimes known as the complaintant(s). 2. How a complaint can be initiated (verbally, written, in a group, individually). 3. To whom the complaint must be addressed (to the director first, then the board if no resolution is found, etc.). The "chain of command" or "line of authority" should be clearly stipulated in this part of the procedure. 4. When the complaint must be responded to (a time line for response, such as all complaints must be answered within three working days). 5. How the resolution will take place (in a written form, at a committee meeting, through changes in policy, etc.)

The procedures can include steps and instructions for hearings held by respondants, who can be present at hearings, and if there can be union, legal, or professional representation of the complaintant(s) during hearings. It can also include restrictions on what what kind of complaints the process is used for, and if there must be an attempt made on another level (staff discussions, informal meetings with immediate supervisor) to resolve the complaint before the procedure is used.

Grievance procedures can vary from complex "legalese" documents to very simple three line statements, but they should fit the needs of the center and be clearly understandable by all staff. If the center has an administration other than it's own board, the policies of that administration must be considered in the center grievance procedure.

Who Should Develop a Formal Grievance Procedure? How Can They Do It?

The governing board, the administration, of the staff of a center can develop a formal grievance procedure. It is usually expedient (if more time consuming) to have representatives from all aspects and levels of the center involved in the writing of the procedure. This insures that all staff who use the procedure understand it. Centers also want to include legal, management, union, or labor consultants in the development. The committee or group which performs the actual design of the procedure should look at the center size, organizational and funding structure, needs, and potential uses of the procedure, and then formulate a process which fits the unique structure of the center. Sample grievance procedures are available through other centers, libraries, the Department of Labor, unions, and professional organizations. It is not a good idea to adopt a sample procedure verbatim without thinking carefully about your center's particular situation. What works for one center may be all wrong for another.

How Can A Center Best Utilize a Grievance Procedure?

A grievance procedure, no matter how well written, cannot "stand alone and solve all problems." As Mary Hurley, a teacher in Oakland, California, child care center said: "Grievance procedures only work if there are good communications, a complete job description for every job, and strong personnel policies in a center." If there are not well developed management structures to help resolve problems on a day to day basis, the grievance procedure can quickly become non-effective or ignored.

Another teacher stated that in her center the formal grievance procedure was never used because whenever informal procedures were initiated, there were retaliatory actions taken against the initiator. The fear that utilizing a complaint system would bring about more trouble prevented people from trying to activate it. For a grievance procedure to be truly operative, staff must be guaranteed that no retaliatory action will be taken against them for implementing it. If management and staff have developed the policy together, less conflict over its use is likely to occur.

Centers can best utilize a grievance procedure by making sure that they have a clear analysis of decision-making powers, an understanding of roles different people play in center management, and fair systems for dealing with each other. And, of course, like any tool, the grievance procedure is only as effective as those who use it. Good management is still in the hands of us humans!

The following people gave their time and expert advice to the CCSEP for this article: Dorothy Rowie, Just For Kids Center, Anoka, MN; Tema Nesoff, formerly of Seattle Day Nursery Association, Seattle, WA; Mary Hurley, St. Vincent's Day Home, Oakland, CA; Erick Davila, Blue Fairyland Child Care Center, Berkeley, CA; and Eileen Carey, Walden After School Program, Berkeley, CA.

Examples of Grievance Procedures

The following centers have developed written grievance procedures. You are encourages to write to these centers (not to CCIE) to secure a copy of their procedures. Please enclose $1 to cover printing and mailing costs.

Patty Meritt
Play 'N Learn
Seventh and Cushman
Fairbanks, AK 99701

W. Allen Everhart
Red Caboose Day Care
654 Williamson Street
Madison, WI 53703

Tom Oxford
Child Services, Inc.
1717 Avenue K Room 206
Lubbock, TX 79401

NORTH CAROLINA PROFESSIONAL CHILD CARE ORGANIZATIONS

NORTH CAROLINA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NC-AEYC)

NC-AEYC is a non-profit organization having a membership of more than 2,000 members representing a wide range of services to children throughout the state. Members are brought together by a common interest in young children and their families and a shared concern for their well-being and education.

Membership is open to anyone interested in the education of young children and also includes membership in the National Association for the Education of Young Children (NAEYC). There are three categories of membership: student ($10), regular ($18), and comprehensive ($40). Regular and student members receive six by-monthly issues of the NAEYC publication, Young Children, four NCAEYC newsletters, reduced fees for the annual conference (held in October), eligibility to attend small regional study conferences and voting rights. Comprehensive members, in addition, receive a designated number of new NAEYC publications issued during the membership year.

For additional information contact:

Ms. Bonnie J. Ray, Executive Director
NC-AEYC
Suite One, Kinston Building
2303 West Meadowview Road
Greensboro, North Carolina 27407

NORTH CAROLINA DAY CARE ASSOCIATION (NCDCA)

The purpose of NCDCA is to promote professional growth, develop good-will and improve standards of operation among the child day care facilities in North Carolina. Membership is open to all persons concerned about child day care in North Carolina and who pay the membership fee ($5.00). Institution membership is available for $65.00 per year.

The organization sponsors an annual statewide conference, usually in September, and regional conferences in the spring. Members receive a quarterly newsletter, Chatter.

For additional information contact:

Mr. Carl Staley, Executive Director
NCDCA
1200 Arlington Street
Greensboro, North Carolina 27406

NORTH CAROLINA HEAD START ASSOCIATION

Membership in the North Carolina Head Start Association is available to anyone who is supportive of Head Start, a comprehensive program for children and their families. There are four categories of membership: Head Start directors ($10.00), Head Start staff ($5.00), Head Start parents ($2.00) and friends ($3.00).

The association sponsors an annual statewide conference in the spring and three area meetings in each of its four regions throughout the year.

For additional information contact:

Mr. Von H. Langston, President
North Carolina Head Start Association
c/o Carteret Community Action, Inc. Head Start
814 Arendell Street
Morehead City, North Carolina 28557

NORTH CAROLINA CHILD DEVELOPMENT ASSOCIATE ASSOCIATION

Founded in 1979, the North Carolina Child Development (CDA) Association is a professional organization for recipients of the CDA credential, CDA candidates and anyone who supports CDA (friends). The organization's purposes include providing a communication network to keep all CDA's informed of issues and changes in CDA, promoting the CDA credential which is designed to improve the quality of children's programs by insuring the employment of competent staff, promoting statewide recognition of CDA among all child caregivers and collaborating with other organizations in advocating for quality child caregivers and programs.

The Association meets twice annually--in the spring in conjunction with the North Carolina Head Start Association and in the fall in conjunction with the North Carolina Day Care Association. The membership fee is $5.00

For additional information contact:

Ms. Edna Roberts, President
North Carolina CDA Association
c/o Wages Head Start Program
Post Office Box 1638
Goldsboro, North Carolina 27530

DC/TATS'

DAY CARE NEEDS ASSESSMENT

WORKING WITH FAMILIES	I AM DOING THIS WELL	I WOULD LIKE TRAINING IN THIS AREA
1. Making families feel comfortable on their first visit to your home.		
2. Talking with families about children's activities.		
3. Helping the family encourage children's good feelings about themselves.		
4. Respecting differing family needs, values, and customs.		
5. Encouraging families to take part in the program.		
6. Asking families to share any special talents or skills they might have.		
7. Being open to the family's suggestions about handling their children.		
8. Using each child's culture and background in planning activities.		
9. Developing written materials for parents which talks about topics such as: schedules, fees, programs.		
10. Keeping written information about each child in case of emergency.		
11. Handling problems with families.		

COMMENTS: ______________________________

____

UNDERSTANDING CHILDREN		
12. Having appropriate expectations of what children can do.		
13. Knowing what materials and equipment are appropriate for each child.		
14. Understanding the steps of toilet training and being patient with the problems involved.		

Reprinted with permission from "Day Care Needs Assessment" which appeared in Your Day Care Staff: Helping Them Grow and Develop - An Orientation Manual, published by the Frank Porter Graham Child Development Center, the University of North Carolina at Chapel Hill.

	I AM DOING THIS WELL	I WOULD LIKE TRAINING IN THIS AREA
15. Helping children develop self-help skills, such as eating and dressing.		
16. Helping children feel good about themselves.		
17. Respecting the individual worth of each child.		
18. Understanding why play is important.		
19. Letting children learn by experience and exploration.		
20. Using different approaches to discipline depending on the situation and the child.		

COMMENTS:____

____

CREATING A SUPPORTIVE ENVIRONMENT

21. Providing a variety of nutritious meals and snacks.		
22. Taking care of children's health needs including knowledge of first aid procedures.		
23. Providing a safe place for the children.		
24. Setting up the center so that different types of activities can occur.		
25. Using space efficiently.		
26. Changing space to meet children's needs (bad weather etc.)		
27. Arranging space to allow for varying amounts of movement and noise.		
28. Helping children to become responsible for their own actions.		
29. Encouraging children to select their own activities.		
30. Understanding that talking with children during daily routines will help develop language.		
31. Setting limits for children to learn self-control.		

	I AM DOING THIS WELL	I WOULD LIKE TRAINING IN THIS AREA
32. Helping children get along with one another.		
33. Letting children know when you like what they are doing.		
34. Talking with children using simple language.		
35. Using your voice to show warmth and respect for each child.		
36. Helping children learn to express their feelings through talking rather than actions (biting, hitting).		
37. Listening to what children say.		
38. Keeping a sense of humor		
39. Being responsive to children's needs		

COMMENTS: ______________________________

____

PLANNING THE CURRICULUM		
40. Planning activities and a schedule which give children the chance to learn and discover on their own.		
41. Changing the schedule to meet children's needs and interests.		
42. Knowing activities to do with children of different ages and interests:		
Art		
Music		
Language		
Science		
Games		
Cooking		
Outside activities		
Rainy day activities		

CAREER DEVELOPMENT

	I AM DOING THIS WELL	I WOULD LIKE TRAINING IN THIS AREA
44. Using community resources when planning.		
45. Carrying out plans.		
46. Evaluating planning		

COMMENTS: ____

____

PROVIDING MATERIALS & EQUIPMENT		
47. Choosing and using a variety of materials.		
48. Making materials available to children.		
49. Having a well organized place where toys and games can be put so that children can clean up after themselves.		
50. Making sure equipment is safe and in good repair.		
51. Thinking of new and different ways to use old toys and materials.		
52. Finding inexpensive toys and games for children.		
53. Making simple materials for children to use.		
54. Using common household objects, such as pots and pans, for creative play.		

COMMENTS: ____

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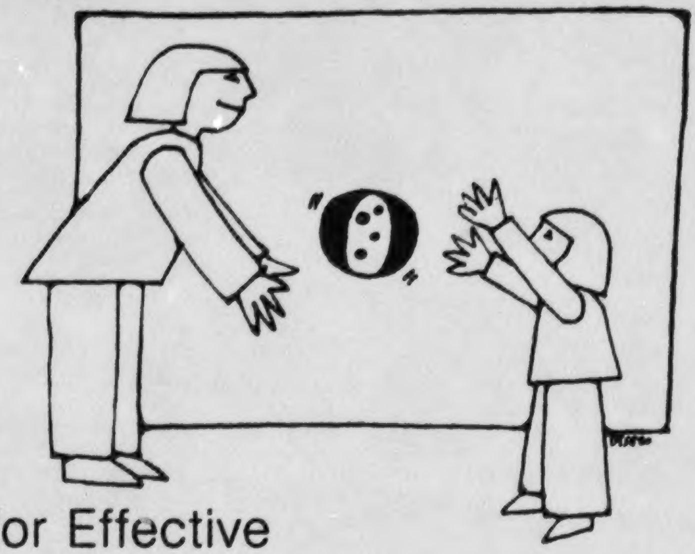

Guidelines for Effective "On the Job" Staff Training

by Dr. Marjorie Kostelnik

One issue on which there is unanimous agreement by all researchers is that the staff of any early childhood center is the *single* most important factor related to program quality (Grotberg). As more and more children are served by early childhood programs there is a growing demand for high quality, competent personnel in all areas of the field. To meet this demand there has been a rapid rise in the number of professional education and technical training programs available (Peters). The most frequently cited training alternatives include conferences, workshops, consultant visits, junior college or university classes and in-service presentations by center personnel. The purpose of this article is to focus on another approach which is seldom mentioned but has a high potential for success. That is, the everyday on-the-job training that can occur between the early childhood supervisor and child development personnel.

Dr. Kostelnik is an Assistant Professor in the Department of Family and Child Ecology at Michigan State University and Program Supervisor of MSU's Child Development Laboratory. This article originally appeared in the "Early Childhood Education" newsletter of the Family Living Education Program of MSU's Cooperative Extension Service.

BENEFITS OF ON-SITE TRAINING

The supervisor of an early childhood program is in an excellent position to offer information and suggestions for new strategies to teachers, parent helpers, and volunteers. When a supervisor includes on-site training as part of his/her role there are several potential benefits.

1. Instruction can be individualized to meet the needs of personnel in various stages of professional

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development.

2. The introduction of new strategies can be paced to match the worker's ability to implement them.
3. New strategies can focus on specific problem areas, both present and potential. Suggested changes can be directed at those areas needing the most immediate attention.
4. Suggested changes can take into account the needs of individual children, attitudes of parents, needs of the community, and limitations and strengths of center facilities and support staff.
5. Continuous feedback can be provided to staff members about their progress, about new strategies for achieving a goal and about methods of dealing with problems that arise in the learning process.
6. Dollars can be saved by using present personnel to train workers while they are performing their regular jobs.

For the supervisor, the instructional role can be a rewarding one since certain suggestions may lead to a smoother run program and improved services for children and their families. However, trying to introduce new ideas can also be a frustrating task. Supervisors often find that personnel resist change. Staff members may seem unable or unwilling to revise their classroom performance. When suggested strategies are followed, they are often used haphazardly or abandoned after a brief trial. Many supervisors spend much time trying to figure out how to get around "stubborn" or "uncooperative" workers. Others simply give up the idea of introducing any major changes into their programs. Yet there are some centers in which new ideas are tried. In certain settings personnel seem flexible and willing to consider change. Why is there such a difference among programs?

OVERCOMING RESISTANCE TO CHANGE

One explanation is that some staff members are just naturally cooperative and others are not. While this may be somewhat true it is not the whole answer. A better explanation is that some supervisors are better at establishing a climate in which change is viewed as a natural and desired part of the program (Clary). They do this by helping staff members *learn* to accept the changes that occur. In other words, how well staff members *adapt* to changes in routine or classroom practices has a lot to do with the degree to which they accept the change in the first place.

Dr. H. C. Kelman has identified three different levels at which individuals accept changes in ideas or techniques. These are: *compliance, identification,* and *internalization.*

Compliance is the most superficial level of acceptance. It occurs when an individual follows the supervisor's advice simply to gain a reward or avoid punishment. For example, when a supervisor tells a teacher not to spank children the teacher stops in hopes of getting a promotion or to avoid a reprimand. However, complying individuals have little understanding of the rationale behind the strategies they use. As a result they perform the required behaviors only under supervision and seldom continue using them on their own. In this case, the teacher may resort to spanking whenever the supervisor is out of the building.

A greater degree of acceptance occurs at the level of identification. At this level individuals try suggested strategies to establish or maintain a satisying relationship with the person advocating the technique. It is not unusual for staff to adopt certain behaviors because of their admiration for the person suggesting them. Eventually, individuals who use a technique for this reason may come to believe in it and understand why it is useful. However, this is based on their high regard for the person promoting the behavior rather than their own analysis of the strategy. Staff members at this level tend to adapt behaviors for a short period of time but revert to old habits when no longer in direct contact with this person. For instance, a teacher may abide by the supervisor's ban on spanking out of respect for her but will resort to spanking when that supervisor gets another job across town.

The third and most complete level of acceptance is called internalization. Internalization occurs because individuals consider the suggested strategy an extension of their own beliefs. The actual method may be very different from the behaviors they usually practice, but the goals of the technique match those they have already established for themselves. Persons at this level examine the new ideas very carefully. They commit themselves to using it because it seems a logical way to attain their personal goals. As a result, they are able to make the new strategy a natural part of their own teaching behavior. They are also able to maintain its use without direct supervision.

PRINCIPALS FOR PROMOTING CHANGE

Naturally every supervisor would like center staff to accept new worthwhile ideas at the internalization level. One way to help personnel achieve learning at this level is through on-site training. In this case on-site training means more than noting job performance and then offering praise or criticism. It is more than simply telling people how to improve their skills. On-site training means introducing ideas in such a way that staff members feel those ideas are an extension of the goals they have for themselves. As a result they are able to demonstrate specific behaviors related to each new idea and are able to maintain those behaviors on their own.

In the past decade much research has been done about how to create a new climate for change. Based on this research certain principles can be derived. The following guidelines should help you achieve more acceptance of new ideas in your own early childhood program.

Principal #1

Individuals are most likely to internalize new strategies when they are dissatisfied with their present practices. In other words, child development personnel are most open to change in areas in which they have expressed interest or a desire for more knowledge. They are least likely to accept change in areas in which they are satisfied with their performance.

Practical Applications

1. ***Ask staff members to identify areas they would like to know more about.*** Use this as a reference when considering workshops to attend, visitors to invite or classes to suggest. Be on the lookout for articles, books, etc. which relate to the topics your staff has identified as most important to them.

2. ***Give staff members choices about the areas they will work on.*** These choices could be based on their suggestions as well as your observations. When individuals have an opportunity to make a decision about which goal to pursue they are usually willing to invest the time and energy to support that decision. Don't simply dictate target areas.

3. ***Give priority to the staff member's choice of problem area.*** Start working on those areas first even though they may not match the ones you would have chosen for each person. If you focus on your own choice and minimize or ignore the staff member's area of concern there is little chance that he/she will internalize any of the ideas you discuss. Once you have demonstrated your willingness to see his/her perspective he/she will be much more willing to consider yours.

Principle #2

Strategies which can be demonstrated have a higher rate of internalization than those which are simply explained or discussed. It is much easier for staff members to learn a new strategy if you can show them how to do it.

Practical Applications

1. ***Demonstrate the new technique.*** Don't simply talk about it. Take time to demonstrate it in the individual's own work setting if possible.

2. ***Encourage individuals to observe in other locations where the technique is used.***

3. ***Give a clear definition of the new***

strategy. Focus on behaviors rather than personality characteristics. A good example would be: "I'd like you to state limits in a positive manner such as 'Walk' versus 'Don't Run'." A poor example might be: "I don't like your negative attitude."

4. ***Make sure you and the staff member have the same interpretation of the strategy.*** Do not assume that the other person's interpretation is the same as yours. Have the staff member voice his/her understanding of the new technique. Keep clarifying until you both have the same interpretation. Have the staff member demonstrate the method prior to trying it in the work setting.

Principle #3

The more you involve your staff in developing new strategies the more likely it is that they will internalize those strategies. Simply ordering individuals to use a particular method doesn't insure that they will use it properly or that they will continue using it when you aren't around. People are most willing to support and continue those changes and techniques which they have helped formulate.

Practical Applications

1. ***Designate a time when staff members can discuss possible solutions to problems which have been identified.*** Make this a formal block of time, once a week or once a month. Too often, supervisors depend on informal processes to take care of problem situations. When this happens solutions are haphazard and staff members may work at cross purposes. Individuals do not have the opportunity to hear alternate approaches. Also, much time is spent duplicating the efforts of others since individuals may not be aware of who has successfully solved a similar problem before. Thus staff members benefit from hearing and evaluating the viewpoints of others.

2. ***Include the entire staff in discussion of new strategies.*** There are some programs in which staff meetings are segregated. For example, only the head teachers meet and discuss classroom problems or changes in the program. The content of such meetings is then relayed to other staff members. This is all right on occasion; however, changes developed and supported by only a few staff members are most apt to fail. Inclusion of the entire staff is one way to avoid this.

3. ***Help individuals identify specific goals they wish to achieve.*** Some persons have very general goals for themselves such as, "I want to be a good teacher". It is hard to define precisely what is meant by this statement and so it is hard to work towards. Pinpoint the exact behavior that is desired. For instance, "I want to stop John's tantrums without losing my own temper."

4. ***Help individuals identify the strategies they will use to achieve their goals.*** For example, "Each time John tantrums I will take a deep breath. I will tell Ms. ______ to take over the group. Then I will tell John that he can either stop screaming or we will go into the other room."

5. ***Help individuals develop an approximate time frame for achieving their goal.*** Staff members sometimes underestimate the time it will take to learn a new skill well. Their first efforts may seem awkward or unsuccessful. As a result individuals become discouraged and give up on a technique without giving it much of a chance. One way to avoid this is for the supervisor and staff member to work out an approximate plan for progress. This plan should include a brief description of subgoals related to the larger goal already identified. Achievement of each subgoal will serve as a milestone to mark an individual's progress in learning the new strategy. The supervisor should discuss this progress with the staff member on a regular basis. As long as individuals feel they have your continued support they will be encouraged to keep trying.

Principle #4

The type and amount of feedback individ-

uals receive directly affects the degree to which they internalize a new technique. Child development personnel need a great deal of support and constructive criticism when they are trying a new strategy. It is important that they recognize that they are making progress. It is equally important that they have a resource to help them develop new ways to pursue their goals as well as provide encouragement along the way.

Practical Applications

1. ***Feedback should be given on a regular basis.*** Too often a new strategy is instituted but no follow-up is made to determine success. When this happens the technique is often abandoned. Also, don't reserve feedback for problem situations only. When this is the case individuals begin to resent and reject your suggestions.

2. ***Use feedback to compliment staff member's progress.*** Sometimes we focus on the negative and take the positive for granted. It is encouraging to hear, "I notice John didn't tantrum all morning." or "I'm pleased to see you kept your cool when John tantrumed today."

3. ***Ask individuals to evaluate their own use of a new strategy.*** Encourage each person to identify their areas of strength as well as those needing improvement. Many persons have a tendency to focus on all that goes wrong. By identifying their own areas of strength staff members are more likely to continue the positive behaviors they achieve.

4. ***Feedback should be stated in positive rather than negative terms.*** Give individuals alternatives for what they could do instead of mentioning only what went wrong. For example, it is more constructive to say, "I think it would help if you talked a little softer," than to say, "You talk too loud."

5. ***Feedback should be specific not general.*** A poor example would be, "You make children feel uncomfortable." This type of response doesn't give the individual any specific behaviors to work on. She/he may also be confused about what you mean by the word uncomfortable. A better response would be "It was hard for the children to talk to you when you remained standing above them. They could do better if you stooped to their level."

In conclusion it must be noted that following these guidelines will take more time than simply telling people what to do. Yet in the long run you will have to spend less time monitoring whether individuals use the new strategy. The effects will also be more lasting.

The principles in this article were derived from the work of Dr. Jack Rotham, School of Social Work, The University of Michigan.

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THE CHILD DEVELOPMENT ASSOCIATE CREDENTIAL
(CDA)

The CDA is a national competency based credential awarded to persons who have demonstrated their skill in working with children ages 3 to 5 by successfully completing the requirements of the CDA assessment system.

Nationally, over 1000 persons have been awarded this credential from a variety of programs, including Head Start, day care, and other preschool programs. In North Carolina, more than 350 teachers of young children hold CDA's and an additional 900 are enrolled in the process.

To be eligible for enrollment, a person must:

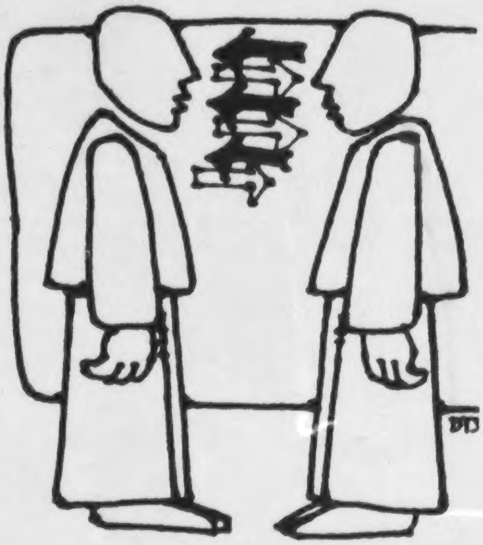
- -be 18 years or older
- -be working as a primary care-giver with a group of at least eight children, the majority of whom must be 3 to 5 years old
- -have had at least three training experiences (either formal or informal)
- -have had within the last five years, at least 640 hours of experience working with children ages 3 to 5 in a group setting
- -be able to speak, read, and write well enough to understand and be understood by others.

A candidate enrolled in the process must complete the following steps:

- -Apply
- -Collect information from observations by the advisor and parent representative, a questionnaire disseminated to parents and activities to be incorporated into a portfolio
- -Participate in a local assessment team meeting.

For further information, contact:

Janet A. Nickerson
Special CDA Project
Office of Child Day Care Licensing
1919 Blue Ridge Road
Raleigh, N. C. 27607



How To Be an Effective Supervisor

Ideas of Theodore Caplow

In How to Run Any Organization Theodore Caplow quotes an old saying, "The bottleneck is at the top of the bottle." Applied to the world of work, the implication is that in an inefficient work force the problem may not be with the efficiency of the workers, but with the calibre of their supervision. Certainly many analyses of child care programs have pointed to the crucial role the director's leadership plays in determining a program's quality. To clarify what is involved in being an effective supervisor, Caplow identifies the following principles of effective supervision. These principles are based on Caplow's research into a wide variety of organizational settings including assembly lines, kitchens, basketball teams, parish churches, and corporate offices. Since his inspiration does not come solely from an educational or social work background, many of his opinions are at variance with the standard dictums of the early childhood field and thus may present new perspectives.

1. Set unmistakable goals. The supervisor's first task is to make clear what the purpose of the work is, why it needs to be done in a particular way, and what constitutes success in its performance. Even with the most routine group tasks, it is unreasonable to assume that the purpose of the task and the desired performance standards are too obvious to require explanation. "In almost every successful performance of a group task, goals and standards must be set in advance, clearly communicated, kept constantly in view, and dramatized along the way."

2. Supervise the work more than the worker. "The essence of supervised work

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is that whatever the worker produces comes to the attention of the supervisor, so that every improvement or deterioration in the quality of work (or in the quality of supervision) is noticed and stimultates appropriate feedback." Examples of appropriate supervision include the chef who sits at the kitchen door and tastes every dish as it passes and the office manager who scans every typed page before it goes out. These supervisors find it easy to communicate with their workers.

"Supervising the worker is another matter entirely. The unnecessary exercise of personal authority is a kind of sabotage ceaselessly practiced by incompetent supervisors. Most people need a zone of freedom around them in order to work well."

3. Distinguish between essential and nonessential rules. If a supervisor understands which rules for the work group are essential and which are not, he will not fritter away his authority in efforts to get perfect compliance with rules such as "Proper attire to be worn at all times" or "Attendance mandatory at board meetings." "But with respect to those few norms that express the organization's moral commitments and do call for perfect compliance (such as "No striking or berating of children"), the supervisor's best course is to treat every violation as harshly as his powers allow."

4. Reward sparingly; punish much more sparingly. A supervisor needs to take into account the many dimensions of rewards and punishments. Rewards in the form of praise and punishments in the form of criticism have much greater intensity if given in public than in private. In most groups "the aversion to a given punishment is greater than the desire for an equivalent reward." For example, a 10% raise in pay for the entire work group will have only an imperceptible effect on performance and morale. On the other hand a 5% reduction in wages will have a disastrous effect.

"A reduction of pay or privileges or status amounts to a reduction in the ability of the worker to obtain satisfaction through the organization and, inasmuch as he prefers satisfaction to frustration, he is bound to resist. Individuals in organized groups seldom evaluate their rewards and punishments in absolute terms; they are much more likely to measure what they receive by comparison with what others receive." Thus, the act of providing a reward to one worker may impose a punishment on his peers. This may even result from casual praise.

There also may be unintended effects of punishments which are even more severe than those of rewards. "A punishment, if effective, undermines the position of the victim in his work group and thereby reduces his capacity for effective cooperation."

All these hidden dimensions point to the necessity of administering rewards and punishments with great caution. "For example, praise and criticism ought generally to be private rather than public, and understated rather than overstated. Major rewards ought to be reserved for those whose right to them is universally recognized. Major punishments, as a general rule, should not be imposed on persons who are still potentially useful to the organization."

5. Give credit where credit is due. Supervisors should adhere to the following formula in allotting credit and blame: "Success should be credited to the entire group, or divided between the entire group and one or more of its members. Failure should be blamed on the supervisor alone, or on the supervisor and the entire group jointly."

The basis for this formula is that since the supervisor set out to elicit a collective effort from the group, he must credit the group as a whole if that effort is successful. "He may in addition acknowledge the special contributions of individuals, but he cannot take any credit himself for the collective effort, being the outsider who called it forth. If the collective effort is not forthcoming, the supervisor must accept responsibility for having been unable to call it forth, since that was his primary task."

6. Listen to complaints sympathetically; never complain in turn.

7. Defend the faith. The director of an organization is the natural custodian of its sacred character. The director must take the group and its work more seriously than anyone else. "He may be cynical and worldly-wise about anything else he pleases, provided he shows an innocent and trusting faith in the value of the collective activity that he supervises. If he lacks faith, and cannot simulate it, he might as well give up and go into some other line of work."

8. Develop an inner circle. "From the supervisor's standpoint, an inner circle of lieutenants provides additional eyes, ears, and hands to do the supervising. From the rank and file standpoint, the interposition of an intermediary who is partly a supervisor and partly a colleague makes it easier and safer to express complaints, suggestions, and requests." This inner circle should have at least three members. In a small group, however, the supervisor should consider doing the job alone, since one or two lieutenants may be more hindrance than help.

9. Protect the status of subordinates. Even in a small work group there are significant differences in title, seniority, technical qualifications, and authority. These statuses are all part of the same structure from which the supervisor derives her won authority. As a result if the supervisor does not respect these differences and insist that other respect them also, she will undermine her own position.

10. Retain final control. A supervisor needs to retain an unshared right to approve or veto expenditures and personnel actions. She does not need to initiate them, but she does need more than token control of them. Unless a supervisor has enough power to make independent decisions about financial and personnel matters, she does not have enough power for effective supervision.

11. Innovate democratically. Introducing innovations to the organization is an essential but hazardous part of a supervisor's job. "There are more ways to come to grief while innovating than can be readily counted, and some of the practices that otherwise contribute to effective supervision must be suspended here."

Since the effects of any innovation are always somewhat unpredictable, the supervisor should secure as much information as possible from all those who will be affected by the innovation and have insights about its possible consequences. "Because any innovation in an organization affects some people adversely, or seems to, some resistance must always be anticipated and the possibility of sabotage is never remote. Thus, every innovation, however trivial, needs as much support as can be mustered....The way to muster support for an innovation is to bring all the people affected by it into its planning at an early stage and to give them a voice in the various decisions that need to be made from the first to the last stages. Successful innovations are discussed, designed, and implemented in an atmosphere of participatory democracy."

12. Take infinite pains. This is the most important principle of supervision. It is also the most difficult to learn. "It is what distinguishes genius from mere competence and the great team from a mediocre one."

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Credits

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Theodore Caplow. How to Run Any Organization. New York: Holt, Rinehart and Winston, 1976.

Text in quotations in this article was excerpted from Chapter 3 of this book.

Interpersonnel Relationships — Creating a Positive Environment for Children

by Betty Van Wycke

Managing interpersonnel relationships in a child care program is without a doubt the most important contribution that we as directors make to the lives of the children enrolled. The relationships among the adults creates the atmosphere we offer children in a child care program. Children learn attitudes, behaviors, methods of problem solving, ways to express anger and affection, as well as values and cultural standards from the interpersonnel atmosphere to which we expose them. Children model themselves after the adults in their experience; they test out the different styles of interpersonnel relationships they know and gradually develop their own ways of interacting with the objects, events and individuals around them.

The director's style touches each staff member, volunteer and child every day and every moment. If we trust our staff, they in turn will trust the children, and the children will trust each other. If we are stiff and sarcastic towards staff, so will they be to the children and each other. If we are friendly and open, the atmosphere of our program will be thus. If we are uneasy and secretive, the benefits of the child care we offer will be hidden away.

Betty Van Wycke is the director of the Children's Center in Biddeford, Maine.

We, as directors, carry the burden of being the model for everyone in the child care program. We must look honestly at ourselves and determine in what ways our behavior and our attitudes contribute to a positive atmosphere for children. We must honestly evaluate those qualities we possess that are a real disadvantage to us in our interpersonnel relationships--the qualities we are struggling to change, qualities we hope no one will copy. We must deliberately choose to emphasize in our everyday behavior the good we see in ourselves. We must seek to control the bad we are constantly struggling against.

I cannot tell you how to do this. I can only share with you what I have learned about myself and the atmosphere of our program during the seven years I have been a director. During this time our program has grown from a child care center serving 40 children to a child care center-homes system for 110 children, including a kindergarten, a summer program for early elementary children, and a project to

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integrate young handicapped children into all aspects of our program.

When I began to plan the opening of our children's center, I would have described myself as a mother of four grown children and a nursery school teacher with some experience and training in early childhood special education and the Montessori Method. I would have added that I was comfortable with planning a program for young children. This last I felt most important.

Now I look back and feel that my experience raising a family in a very small town, my eight years on the school board there, my self-confidence, and my friendly open manner have all been positive factors in our child care program. On the other hand, my lack of personnal organization, my stubbornness, my ability to see several sides of each question, and my lack of awareness of the impact of my image as a determined older woman (mother?) have been negative factors. I am only now beginning to understand how profoundly these characteristics affect the staff and the children of my program.

My own way of managing interpersonnel relations--building an environment for adults and children--was affected each day by the qualities that were hidden from me. Out of my experience I have built a philosophy and a method of operation that has helped create a child care program that is, I sincerely hope, a reasonably comfortable and yet challenging place in which adults and children may spend the day.

Creating a culture in which children and adults live together is, in fact, what we are attempting as we develop a child care program. Every child care center or child care home, every institution, every organization has its own culture, its own traditions, its own ways of relating and its own pattern which it passes on to children and adults. These patterns are largely unconscious. Our primary task as a child care director is to become conscious of these patterns and of our own effect upon them.

Ten years ago in Arizona, I visited two elementary schools on the same day. They were located within three blocks of each other; they were of the same 1930's unadorned, school building style, with similar teachers and students, most from the Black and Chicano communities.

In the first school I walked across the playground, and I felt that I was invisible to everyone. I entered the building and walked down the corridor. No one looked at me or spoke. A few children and teachers were walking quickly and purposefully. I felt that I couldn't stop them to ask directions to the office, and I tried to match their quick and purposeful stride. A class was filing out of a room under the watchful eye of the teacher. I forced myself to approach her and ask the way to the principal's office. Quickly and clearly she gave me directions, and I continued briskly on my way.

In the second school, I crossed the playground. Children looked up and smiled at me. A teacher approached me in a friendly manner and asked if she could help me. "The principal's office," I said. "Oh!" she replied. "Just go inside that door and someone will show you where to go. That is better than directions." Inside the building, a child, who was perhaps a fourth grader, said, "I'll take you there. It's not far, but it's hard to tell you."

In the first school, when I arrived at the office, I found a crisp and efficient school secretary who introduced me to the school principal. He and I went through the dreadful see-saw experience of reaching to shake hands when the other person has withdrawn his. I found him remote and difficult to talk with. I left feeling awkward, inadequate and isolated.

In the second school I found the principal's office easily with my guide. She dropped me off at the door. There was no secretary in sight, but two children were sitting on a bench swinging their feet. The older one said, "No one is here right now. You can sit down and wait. Mr. Warner will be back pretty soon." When the principal arrived, he welcomed us all, put out his hand to me, and said, "Good to see you. I'll just talk with Maria and Jose for a few minutes and then we will have some time together."

Two weeks ago I drove to Wellesley to visit my parents. I stopped at the Mobil station on Route #16 in their neighborhood to have my windshield wipers replaced. I stop at this station perhaps once a month, timing my gas stops on the way to my parents to include this station. I enjoy this stop. The station is an easy, happy place. I mentioned my feeling to the young attendant as he was replacing the wipers. He said, "Oh, sure--it's just like family here. It's a great place to be. There's even Big Daddy back there," he gestured to the office, "to keep us in line."

And there is my favorite grocery store. It's 80 miles from my home. After long meetings in Augusta, our state capitol, I always stop at Cottle's. The friendly, relaxed atmosphere and the care shown in the arrangment and the selection of their goods always gives me a lift before I start on the drive home. I carry a small picnic cooler in the back of my car so I can buy my meats and frozen foods there. I have just applied for a check cashing card so I can use it as my bank. I'm sure the manager is a person I would like to know.

All businesses attract or repel customers by their atmosphere and by their competence and trustworthiness. This is equally true with child care. We must attract parents who choose to enroll their children with us or we will not continue in business. Child care *is* a business and must be managed as such in all its aspects or it will fail, no matter how outstanding the quality of its program and atmosphere it offers to children.

But in child care, the people we hire and retain have a primary importance which far outweighs their role in a grocery store or an office. We are hiring artists who will leave an indelible stamp on our product--the children. These adults will form the mold in which the children grow and develop.

I think that we can agree that we all hope the children in our programs will grow up to be people we would be pleased to share the world with--people we would be glad to hire to work for us, people we would choose to move next door to, people we would trust as our doctor or car mechanic, people we would be pleased to have marry our children or teach our grandchildren.

You know the kind of person I mean. You look up and see them coming through the door and you say, "Oh, great. Here comes Mary." You don't say about them, "Oh, dear. Here comes Peter." Nor do you say, "I didn't notice Joan was here."

The individual we say "great" about is someone we like to have around, someone who makes things better and easier. This person has some real competencies and is a person who trusts us and whom we trust. This is a person who controls herself reasonably, who feels good about himself, who feels she can make a difference, who has a certain ease and humor and who touches us naturally and openly.

These are the people I seek to hire--individuals I would like the children to grow up to be like, individuals that parents in the community would judge to be good people. These people include a football player, a retired mailman, a minister's wife, a welfare mother, a young woman with cerebral palsy, a Montessori teacher, a 35-year-old father with hemophelia, a 70-year-old grandfather, a mother with four teenagers, a divorced father of two, a woman who has voluntarily placed her children in foster care, a young man whose life revolves around the Guru Majarahji, and a Sister of the Order of the Sacred Heart of Mary.

These people all have in common behaviors and attitudes that are good models for the children. They can all set limits for children in a firm and caring manner. They are all aware of safety and health factors and will take steps to change hazards. These three criteria head the evaluation form for every employee in our program--administrative, professional, direct service and support staff.

Children make no distinction between a secretary and a teacher in choosing their models. My own daughter from her own day care experience twenty years ago, remembers the cook as the most significant person. The cook always talked with her through the pass-through, and her name was Mrs. Johnson. Judy tells me that she remembers being upset when the cook was absent.

The only other memory for this year of day care for Judy was naptime. The teacher told me that I should help Judy nap at home on weekends because she wouldn't nap at the center. Somehow I couldn't make the teacher believe that naptime in our household had always been an unbreakable routine. Even visiting friends or driving across country from Arizona to Maine, a naptime was set aside. Now Judy tells me that she didn't lie down at naptime in day care because "None of the important people did; I'm an important person, so I didn't either. No one told me that I was supposed to lie down and rest like the other children, so I just did like the adults did."

The other characteristic that all staff in our program must have is the ability to work within our atmosphere and to contribute to this in a positive way. The atmosphere is that of a large and relaxed family. There are a few clear limits: children are not allowed to hurt themselves or others; children must not disturb the atmosphere of a room; children must not remain in an unsupervised area; children must take care of materials and return them to their place so that other children can use them; and children never leave the playground or the building except through the front door.

Staff members must be able to help the children live within these limits and must be able to work as a team in an extended family atmosphere. Each staff member has responsibiliites for her/his own behavior and her/his style with children. Each staff member is expected to be emotionally honest, to be able to trust and to be trusted.

Visitors to the center comment, "You give your staff so much responsibility." My cook is truly the Kitchen Manager. He is fully responsible for the kitchen and the entire nutrition program. Community staff plan activities for the children, take field trips, call in substitutes, make home visits, plan the staff schedule, attend meetings and talk with children's parents everyday.

There are limits for staff members, too, and considerable freedom and flexibility within these limits. Adults who are responsible for the children must not leave the area unless another adult will be present in their place. Their voices are not raised in group directions to children. They sit down with children and talk with them; they do not stand around acting as policemen or engaging in adult conversation. They do not herd children; they assist them to take responsibility for their own comings and goings. They make choices available for children; but they do not make a choice for the child. They are responsible for planning activities in which children may join and for creating an aesthetic and orderly arrangement of each area for children.

Within these limits and common characteristics there is a great deal of difference in staff, each one develops his own style and relationship with each child. The consistency is in the experience for the child of knowing real people, good people, who are teaching directly and honestly. And the consistency is in the overall atmosphere in which we trust children, expect them to take responsibility, do real work, make their own choices, control themselves responsibly, and participate appropriately in the routines of meals and naps.

And how about those negative characteristics of mine I mentioned earlier? Yes, I am struggling with them. But also, within the variety of staff I select, I deliberately look for some who are well-organized, to balance my disorganization; for some who hold tneir own point of view strongly, to balance my tendency to see so many alternatives; and for some who are my age and older, to whom I am not at all a threatening older woman and for whom I could never be a mother image.

Does all this variety make it difficult to manage interpersonnel relationships in a child care setting? No, I think it makes it easier. Each relationship is unique in a program such as this. Each staff member must be supported, assisted, trusted and given responsibility as an individual. All individuals together will reflect their own personality as well as the influence they absorb from the director,, and this sunlight and rain will guide the children in their growth and development.

carrie's
corner

martha's
corner

Promoting Harmonious Staff Relationships

by Clare Cherry, M.A.

There are two areas which I see as being critical to the success of any child care center, whether it is a very small program or a very large one, whether it is a very structured program or a very open one. First, the center needs to have a solid financial base. Unless a program is adequately funded, it cannot operate properly. However, no amount of funding, no amount of equipment and supplies, and no amount of beautiful space can result in a good program unless there are harmonious relationships among staff members.

Clare Cherry, M.A. Humanistic and Transpersonal Psychology, has been director of Congregation Emanu El Nursery School and Ungraded Primary in San Bernadino, CA, for over 25 years. She is also the director of Catec, an early childhood education consulting firm, and an instructor at California State College, San Bernadino. She is author of Think of Something Quiet: Serenity in the Early Childhood Classroom (Pitman-Learning Corp., November, 1980).

If staff members have good relationships with one another and subscribe to your school's educational philosophy, they are going to feel good about their jobs; and their good feelings will naturally be reflected in their work with the children. If there are negative feelings among staff members, these feelings will most likely reach the children. An adult may think:

> Well, I'll go into my classroom now and love these darling children. I'll put on a big smile, and we'll have a wonderful day. I'll forget the fact that I can't stand Ms Busybody in the next room, and that I think my boss is very narrow-minded, and that one of these days I'm going to tell them both off.... Hello--o--o, goo-ood morning, children.

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She can hide her negative feelings with words, but her non-verbal language will communicate her feelings to the children. She may not even be aware of it, but the way she is tilting her shoulder, arching her back, tightening her fingers, pursing her lips, or twisting her eyebrows indicated to the children that she is in a tense and negative mood.

So whether negative feelings are expressed in conscious or subconscious behaviors, whether they affect teaching subtly or blatantly, they do get in the way of creating a positive learning environment. It is the director's responsibility to foster harmonious relationships among the adults in a center so that the growth and development of the children can go forward naturally.

To create such an environment, the director needs to encourage free expression of feelings, to promote caring and sharing among staff members, and to be genuinely concerned for the personal needs and problems of individual staff members.

Encouraging Free Expression

I put a lot of effort into encouraging my staff members to be open and honest in expressing feelings to each other and to me. This free expression does not result from my requiring it to happen, but from their learning to trust themselves. I have found that if I can trust myself to be who I am and not put on artificial postures, then I can be open and honest in my dealing with other people.

When individuals do not trust themselves and begin to withhold or disguise their true feelings, all sorts of barriers start to develop in relationships. For example, a teacher may resent the fact that another teacher is careless with the storage of art supplies. If this minor irritation is not communicated to the other teacher, the resentment may fester inside. Pretty soon, several little resentments, each minor by itself, may build up, one against another, until the two individuals involved are no longer clicking when they see each other and neither understands why. If an atmosphere is developed in which such little irritations can be openly expressed, even though they may hurt at the moment, that openness can nip problems in the bud and lead to the development of understanding and more mature relationships.

Since our society in general does not encourage the open expression of feelings, we all need training in this skill. I like to give my staff opportunities to discuss their feelings and to experience how easy it is to work out problems together. We work on this at staff meetings in one way or another. For example, I may start a meeting discussing financial matters, filling out want lists, and going over attendance problems. Then I might suddenly ask those present:

> I want you to try something for me. Put down on paper exactly how you are feeling right this minute. Not how you felt when you came in and not how relieved you're going to feel when the meeting is over and you can go home--but right now!

Then we each take turns discussing what we wrote down and why. Later, we learn to just express the feeling; we find there is not need to explain among trusted friends.

Sometimes I ask: "What is the happiest thing that happened to each of you this week?" or "What is the most exciting thing that one of your kids did this week?" Or I might ask: "What was the biggest problem for you at school last week? How did you feel about it? What did you do?" Gradually we all become more aware of the potential of being able to express feelings openly, and we become more sensitive to the feelings of others. This means, of course, that we become more sensitive to the feelings of the children in our care and to the feelings of their parents.

The one thing I absolutely discourage is malicious and petty gossip. I think gossip is an insidious force in any kind of group. Gossip cannot be small because gossip breeds gossip. Gossip implies a lack of respect for another person's uniqueness, thinking and inner self.

When I hire a new staff person, I say:

> If you come late I'll be angry. If you take advantage of sick leave, I'll be angry. If your room gets too messy or chaotic, I may well get upset. But I won't fire you. However, if I'm aware that you are involved in gossiping about other staff members, student eachers, or parents, you simply will not work here any more. I know it's hard to avoid indulging in small gossip when you're socializing with others, but the best thing is just to steer clear of it. If something about a teacher upsets you, tell that person.

I have been critically advised more than once that my expectations are unrealistic and impractical. Well, I certainly don't want people going around hurting and insulting each other. But I would rather have concerns brought directly to the person involved and be able to trust that person's ability as a dedicated and skilled teacher to handle constructive criticism, than to have concerns passed along to others behind the person's back. If it isn't constructive, it shouldn't be said at all.

Promoting Caring and Sharing

At the first staff meeting each new school year I like to throw out a challenge to all staff members. I challenge each one to see to it that each of the other teachers has the best year teaching they've ever had. The teachers have really responded to this challenge. It used to be that some teachers would horde their ideas behind closed doors so they could really shine in the eyes of the parents and the director. Now they get excited about running around and sharing new ideas, resources and materials. When one teacher is having a problem with a particular child or parent, the others are eager to offer support and suggestions. We strive to foster an atmosphere in which each staff member is concerned with the successes and failures of the others. The stage is actually set by the director when s/he hires new staff members. Each person is carefully evaluated , not only as to personality, education, experience and other qualifications, but also as to how that person's temperament will blend with the other staff members' temperaments which are already working harmoniously. The goal is not to try to hire people who are all alike, but to hire people who are capable of finding compatability amongst themselves.

Human nature being what it is, not all persons relate well all the time. Occasionally conflicts will develop between two staff members. There are a variety of ways a director can try to resolve such conflicts--giving a pep talk on the importance of positive relations or getting actively involved as a mediator of the conflict. A very simple process to help soften the feelings between two people is to try to get them involved in some task involving the use of their hands such as realigning all the art supplies, sorting the paper shelf, making sandwiches for a school outing, or making name tags for a parent event. I think there's a very close relationship between using our hands and verbalization. Somehow, people working side by side on such tasks will inevitably start talking with each other--first carefully and then gradually building up to a free flow of thoughts. Tensions that were there begin to break down, sometimes making a complete turnabout so that the two suddenly become good friends. What usually happens is that they find out that they probably have a lot more in common than they have in differences. Knowing this makes the differences more tolerable.

Showing Concern for Individuals

Teachers' performances will not only be affected by the tone of interpersonal relationships at the center, but also by personal problems they may be experiencing outside the center. The director must be like a seismograph--very sensitive to developing problems and tensions. The behavior of teachers in the center may be affected by marital problems, financial difficulties, poor health, or even crises with their own children.

When you sense that the performance of a teacher is being adversely affected by such a crisis, you can respond in a variety of ways. To begin with it is important to give the troubled staff member an opportunity to discuss the problem. It should be made clear that you are not trying to pry into the teacher's private life; but since the problem is apparently affecting the teacher's professional performance, you would like to offer to help if possible. Sometimes being available to listen, giving the teacher a point of release, is all a director will be able to do or will even need to do.

In other cases the person may simply need some time off. Maybe you could fill in for the teacher for the remainder of the day or find a subsitute for two or three days. Possibly the teacher simply needs to be alone for a short while. Since our school is in a large church building, of which we use only a small part, we have been able to create a few private places where staff members can go and know that their privacy will be respected.

When a personal crisis has greatly affected performance, a director may need to suggest an extended leave of absence. However, such a suggestion should be treated carefully. If the leave is recommended in order to give the person time to work out a personal problem (such as in the case of one of my staff persons whose home was flooded in the severe California storms this winter), the offer is valid. If it is given with the hope that a person's attitudes, emotional responses, or personality will change, the offer is a mistake. To expect people to become something they are not is unrealistic. The director must accept people as they are and help them make the fullest use of their natural abilities and inner self, while at the same time helping them to relegate their problems and handicaps to unimportant roles. If the impact of a person's personal problems on his/her work cannot be minimized in the forseeable future, it may be more realistic to consider a termination, rather than a leave of absence.

The director can be most supportive of teachers with personal problems by developing individual personal relationships with all staff members on a regular basis, not just when a crisis develops. To have a regular non-school communication session with every staff member (19 of them) is not an easy task in our complex lives today. But it's important enough to work on. I may go out to lunch with individuals; or if scheduling is a real problem, we may meet at school during a break. A touch on the shoulder in the hall and a few moments of "How are things today?" kind of conversation or even a telephone conversation occasionally can help develop a relationship. No matter what the setting, I try to steer the conversation away from job-related issues. These conversations help communicate to staff members that I care about them as individuals as well as employees and that I am available for listening or whatever else is their need, at all times. That's what I like to think I'm being paid for. Such a caring attitude helps foster a caring and sharing relationship among all the adults in the school community. It enables me to be able to proudly express my own feelings, in all honesty, and say: "My staff is the greatest!"

Motivating Your Staff

by Roger Neugebauer

The director of XYZ Nursery School was concerned. Incidents of lateness and absenteeism among her teachers were increasing. The teachers had stopped planning activities in advance and showed little enthusiasm in working with the children. They also complained continually about everything from inadequate equipment to low wages.

She decided that what was needed to improve staff performance was to tighten discipline. She required teachers to submit daily lesson plans for her approval. She had them sign in and out and deducted pay for lateness and unexcused absences. She kept a closer watch on the classrooms and reprimanded teachers who were sloughing off.

The results were mixed. Lateness and absenteeism declined, and lesson plans were being developed; but teachers' attitudes became even worse. They complained more and acted as if working in the classroom were a drudgery.

Next the director tried the opposite approach. She sought to cheer the staff up by granting them wage increases, setting up a comfortable teachers' lounge, and holding occasional staff parties.

Once again she was disappointed. Although the staff acted happier and complained less, they still exhibited little enthusiasm in their work with the children.

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THE JACKASS FALLACY

One reason the director's remedies failed is that she was operating from overly simplistic notions about what motivates people to work hard. She acted as if the teachers were naturally lazy and irresponsible, so that they could only be made to work hard through fear of punishment or promise of rewards. This carrot and stick approach may work perfectly well in motivating a jackass, but it is wholly inappropriate in motivating people. As Harry Levinson, creator of the "Jackass Fallacy" analogy, explains:

> "As long as anyone in a leadership role operates with such a reward-punishment attitude toward motivation, he is implicitly assuming that he has control over others and that they are in a jackass position with respect to him. This attitude is inevitably one of condescending contempt whose most blatant mask is paternalism. The result is a continuing battle between those who seek to wield power and those who are subject to it." (Levinson)

WHAT DOES MOTIVATE TEACHERS?

In 1975, this author interviewed 64 child care teachers about what satisfies them and what frustrates them in their work (Neugebauer). In reviewing the major sources of satisfaction (see summary below) it can be seen that they relate directly to the content of the teachers' work. These factors--observing progress in children, relationships with children, etc.--result directly from the way teachers perform their work. On the other hand, the major sources of frustration--rate of pay, supervision, personnel policies, etc.--relate to the environment in which the work is performed.

Based on similar findings in studies in a wide variety of professions (see Herzberg), organizational psychologists have reached a number of conclusions on what can be done to motivate workers. When the environmental factors are not adequately provided for (i.e. when pay is low or the environment is oppressive), workers will become frustrated. However, when these factors are adequately provided for this will usually have no important positive effect--these factors do nothing to elevate an individual's desire to do his job well. The content-related factors, commonly referred to as "motivators," on the other hand, can stimulate workers to perform well. They provide a genuine sense of satisfaction.

A director seeking to bolster the sagging morale of her teachers, therefore, will have only limited success if she focuses solely on the environmental factors--increasing pay, improving physical arrangement, making supervision less rigid. Teachers may become less frustrated, but they won't become highly motivated. To truly motivate the teachers, she needs to focus her attention on restructuring the teachers' jobs so that they can derive more satisfaction directly from their work.

EXAMINING MOTIVATORS MORE CLOSELY

But how does one go about restructuring a teacher's job to take advantage of these motivating factors? Taking a cue from organizational psychologists, a director should strive to meet the following criteria in restructuring a job (Hackman):

1) Meaningfulness--A teacher must feel his/her work is important, valuable, and worthwhile. If a teacher believes his/her work is unimportant, it won't really matter to him/her whether or not s/he does it well. If s/he believes his/her teaching does have a significant impact on children's lives, s/he will work hard to see that the impact is a positive one.

2) Responsibility--A teacher must feel personally responsible and accountable for the results of the work s/he performs. If a teacher is simply carrying out the plans and instructions of a supervisor s/he will derive little personal satisfaction

when things go well. If s/he has complete control over the planning and implementation of daily activities in his/her room, s/he will know that when children are thriving it is due to his/her efforts.

3) Knowledge of Results--A teacher must receive regular feedback on the results of his/her efforts. If a teacher exerts a major effort on an activity but receives no indication as to whether or not it was successful, s/he will gain no satisfaction. A teacher can only derive satisfaction from the positive results s/he knows about.

The remainder of this article will be devoted to describing specific examples of how to apply these criteria.

CLARIFYING GOALS

Before teachers can be satisfied with the results of their efforts, they must be clear as to what results were expected in the first place. The center must have goals which teachers can use as yardsticks to evaluate their accomplishments. To be effective a center's goals must...

1) Be compatible with the personal goals of teachers. Teachers will work hardest to accomplish organizational goals which are most similar to their own goals. Some centers achieve a close fit between organizational and personal goals by having the teachers involved in developing the goals at the beginning of the year (Murphy). Other organizations accomplish this by holding planning conferences between the director and individual staff members. In these conferences the employee outlines his/her personal interests and career goals. The two then develop ways in which the individual can work toward the accomplishment of his/her and the organization's goals at the same time (McGregor). For example, if one of a teacher's goals is to develop his/her creative movement skills and one of the center's goals is to stimulate children's imaginations, the teacher might be assigned to develop and use movement activities which challenge children's imaginations.

2) Provide a moderate challenge to teachers. Experiments have shown that most workers respond best to goals which are moderately difficult to achieve (McClelland in Gellerman). The goal must not be so ambitious that it cannot possibly be achieved, nor so easy that it can be accomplished with little effort. Such moderately challenging goals should be established for the program as a whole (for example, to double the amount of cooperative play among the children) as well as for individual children (i.e. to help David control his temper).

ENCOURAGING SELF-CONTROL

A key to outgrowing a jackass style of management is shifting control over teachers' performances from the director to the teachers themselves. Ideally, a teacher and a director could agree upon a set of goals for a classroom at the beginning of the year. The teacher would then be fully responsible for planning and implementing daily activities to achieve these goals. At the end of a set time period--the less experienced the staff the more modest the goals and the shorter the time period--the teacher would be held accountable for having accomplished the goals. The teacher would work hard, not because s/he was being closely watched by the director, but

MAJOR SOURCES OF SATISFACTION AND FRUSTRATION

In a survey of 64 teachers in 24 New England child care programs, the following were identified as their major sources of satisfaction and frustration in their work. (They are listed in order of frequency.)

SOURCES OF SATISFACTION	SOURCES OF FRUSTRATION
1. Observing progress in children	1. Rate of pay
2. Relationships with children	2. Prospects for advancement
3. Challenge of the work	3. Physical work environment
4. Pride in performing a service	4. Style of supervision
5. Relationships with parents	5. Number of hours worked
6. Recognition shown by staff	6. Inflexible personnel policies

because s/he was personally committed to achieving the goals.

Centers have developed many ways of supporting teachers in controlling their own performance. One center has the teachers write and periodically revise their job descriptions and the rules for various classroom areas (Le Blanc). Another provides teachers with sufficient petty cash so they won't have to keep running to the director to request money to buy routine supplies and equipment (Graham). A third has teachers bring problems with children before their peers so that teachers can learn to solve their own problems (Mills).

Not all teachers will be willing or able to function so independently. Some will always feel more comfortable having someone else take the lead and issue directions. Other teachers may be ready to accept responsibility, but not for a full classroom. These teachers could have their self-control supported by being assigned full responsibility for a small number of chilren, for a certain activity area, or for performing a specific function (such as offering support and encouragement to children).

PROVIDING FEEDBACK

When teachers were asked what satisfies them, they happily cited incidents such as: "When children beam after finally accomplishing a task;" "Seeing examples of children's cooperative play steadily increase:" or "When a parent comments on how a child's behavior is dramatically improving at home thanks to the school."

Given the high motivational impact of incidents such as these, a director should give high priority to seeing to it that they happen as often as possible. To get an idea of how a director might do this, the hundreds of motivating incidents supplied by teachers were analyzed. The majority of these incidents were found to fall into three primary categories which are listed below. With each category ideas are listed which a director can use to encourage that type of motivation.

1) Immediate reactions of children to an activity or to accomplishing a task.

--Help teachers develop their skills in observing children's subtle signs of change or satisfaction.

--Ask teachers to list incidents of children's reactions and changes (pro and con) on a single day or week. This will force them to be alert for such feedback which they may otherwise be too preoccupied to notice.

--Periodically ask parents for incidents of children's progress or follow through on school activities. Pass these on to the children's teachers.

--Recruit volunteers to teach so that teachers can occasionally step back and observe what's going on in the classroom.

--Provide feedback to teachers focusing on effects of teaching on children rather than on the teachers' methods or style (Murphy).

--Set aside a time on Fridays when teachers can pause to reflect on what went wrong and what went right during the week. Devote occasional staff meetings to having teachers share their good experiences from the week (McKnight).

2) Warm relationships established with the children and their parents.

--Provide times and places where teachers can have relaxed intimate conversations with individual children.

--Make teachers responsible for a small number of children so they can better get to know each other.

--Before the school year begins, have teachers visit children's homes to establish rapport with the families.

--Encourage families to keep in touch with the center after their children "graduate."

--Assign each teacher responsibility for maintaining regular communications with specific parents.

--Bring in volunteers at the end or beginning of the day so that teachers can have informal uninterrupted conversations with parents.

3) Indications of the long-range progress of children.

--Make teachers responsible for long periods of time for complete units of work. If teachers' responsibilities are continuously shifting from one group of children to another, or from one curriculum area to another, they will never be able to attribute any long term changes in children primarily to their efforts.

--Keep diaries of children's behavior so that changes in children can be tracked.

--Video-tape classroom activities periodically and compare children's behavior as the year progresses.

--At regular intervals tabulate the number of incidents of specific behaviors which occur in a set time period to determine if there are any changes in these behaviors.

--Conduct tests on the developmental levels of children throughout the year (Farmer).

--In regular parent conferences, with teachers present, ask parents to discuss changes they have noted in their children's behavior.

For additional feedback ideas, refer to the feedback article in the Summer, 1978, issue of CCIE and the evaluation article in the November, 1978, issue of CCIE.

PROMOTING STAFF DEVELOPMENT

One of the most important ways a director can help motivate teachers is to provide them with opportunities to improve their skills. The more skilled teachers are the more likely they are to experience, and be rewarded by, incidents of success. The director should help teachers identify their specific training needs and secure the appropriate training resources. These resources may be in the form of reading material, in-house staff training sessions, or outside workshops and courses. (Specific ideas on training goals and techniques are described in the November, 1978, issue of CCIE.)

ENCOURAGING BROADER INVOLVEMENT

Most teachers will tend to feel better about themselves as well as more excited about their work if they are involved

In their profession outside the classroom. If teachers are involved in the overall management of their center or in children's advocacy efforts in the community, they will get a stronger sense of their efforts being an integral part of a vital profession.

At the center level teachers' involvement can be broadened by keeping them continually informed on the status of the organization as a whole, by assigning them limited administrative responsibilities, as well as by involving them wherever feasible in major center decisionmaking.

Centers which have experimented with broadening teacher involvement report significant results. A California director reports, "...teachers are happier in their work if they feel they are a part of what's happening" (Aitkin). Similarly, a Montana director found "...when teachers help make decisions they have more ownership in the program and try harder to make it successful" (Watson).

Centers have also experienced positive results from encouraging their teachers to become involved in professional activities outside the center. Such activities might include participating in advocacy coalitions, working for professional organizations (such as NAEYC chapters), or promoting various child care alternatives in the community. Active teacher involvement in these areas will also relieve some pressure on the director to be the agency's representative on every committee and function.

MOTIVATION--A FINAL PERSPECTIVE

The message of this article is that teachers are their own best source of motivation. If a teacher's work is properly structured, s/he will be motivated by the results of his/her own labors, not by external rewards and punishments manipulated by someone else. The director's prime concern should therefore be with helping the teacher achieve control over and feedback from his/her work.

This is not to say, however, that the director need not be concerned with environmental factors such as wages, personnel policies, and physical environment. Highly motivated teachers will be very tolerant of unavoidable inadequacies in these areas. However, if conditions deteriorate markedly, especially if this appears to be due to the indifference of the "management," teachers' motivation will rapidly be cancelled out by their growing frustration. Therefore, in motivating teachers by concentrating attention on job content, the director should not ignore the teachers' basic needs.

CREDITS:

The books and articles listed in the "CCIE Do-It-Yourself Course" were used as references in developing this article. In addition the following individuals provided ideas: Netta Shively and Carol Murphy, La Cresenta Presbyterian Church Preschool, La Crescenta, CA; Margaret Le Blanc, Kingsley House, New Orleans, LA; Sandra Graham, Nonotuck Community Child Care, Northampton, MA; Donna Eastin, Connie Tish, and Elsie Mills, Mt Zion Presbyterian Child Care, Mt Zion, IL; Judy McKnight, Capitol East Children's Center, Washington, DC; Sara Farmer, Regional Child Development Project, Pikeville, TN; Nancy Aitkin, Busy Bee Nursery School, Sacramento, CA; Janice Watson, Jack and Jill Nursery, Missoula, MT; Sheila Abramowitz, Jewish CC Nursery School, Spring Valley, NY; Jan Pitts, The Growing Place, Chillicothe, MO; Alan Pence, Eugene Latch Key, Eugene, OR; Anne Colley; Eaken Care Program, Nashville, TX; Lonnie Nix, ABC Playschool, Winnie, TX; Lynn Budge, Land of OZ Preschool, Carson City, NV; Sally Ziegler, Ossining Children's Center, Ossining, NY; and Jean Moore, Early Weekday Education, Wendell, NC.

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STAFF MOTIVATION
A CCIE Do-It-Yourself Course

Directors wishing to develop their staff motivation skills might consider the following course of study. The resources listed have been selected on the basis of their applicability to a child care setting.

The books listed below can be ordered through any local bookstore or directly from the publisher, and most would be available in a larger library. To order Harvard Business Review (HBR) reprints, wirte to : Reprint Department, Harvard Business Review, Boston, MA 02163. One to six assorted reprints cost a total of $3, plus 15¢ for shipping. Simply list desired reprints by the item code number in parentheses after each article.

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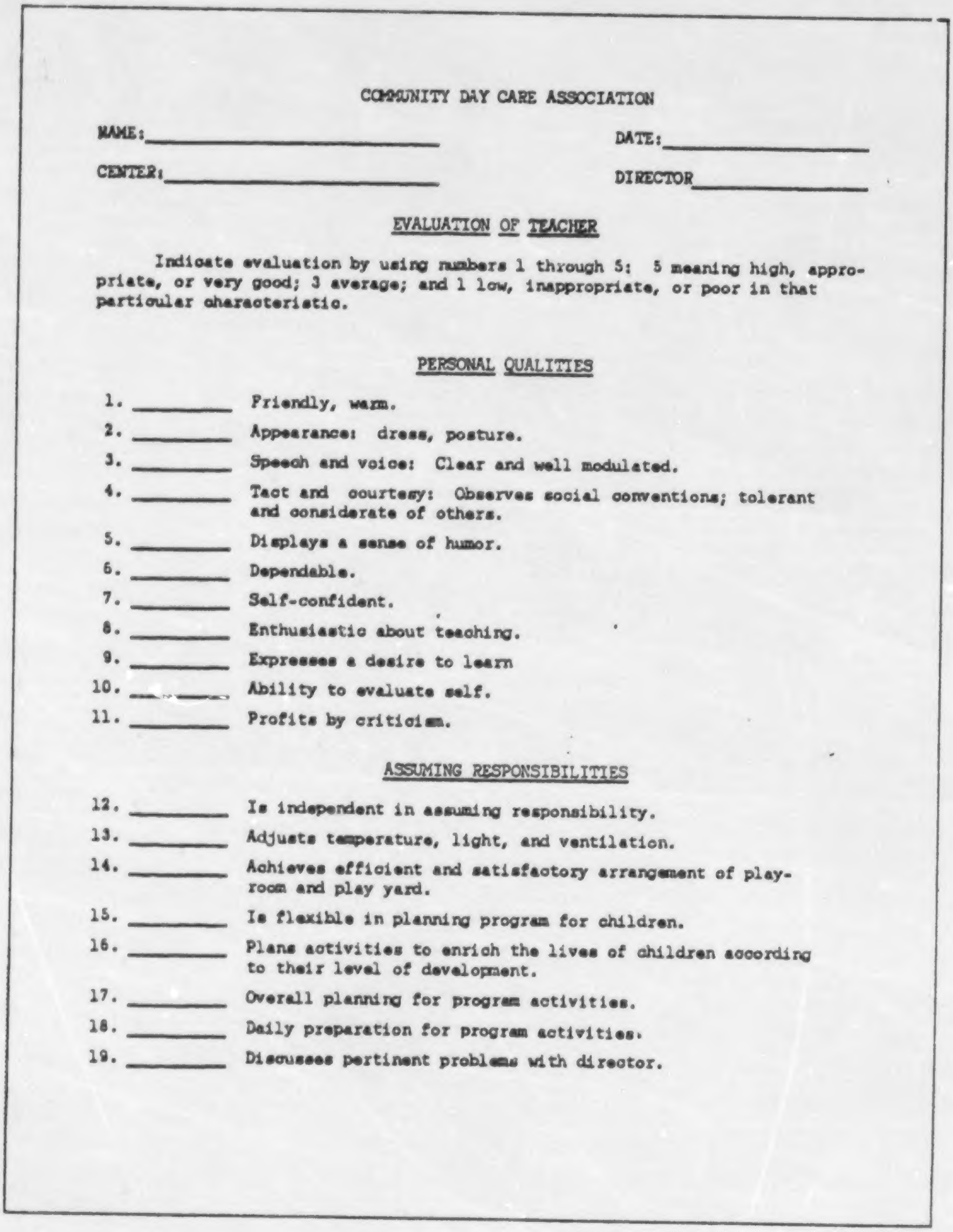
HANDOUT 60, page 1

EXAMPLE OF TEACHER/STAFF EVALUATION



COMMUNITY DAY CARE ASSOCIATION

NAME: ____________________ DATE: ____________________

CENTER: ____________________ DIRECTOR ____________________

EVALUATION OF TEACHER

Indicate evaluation by using numbers 1 through 5: 5 meaning high, appropriate, or very good; 3 average; and 1 low, inappropriate, or poor in that particular characteristic.

PERSONAL QUALITIES

1. ________ Friendly, warm.
2. ________ Appearance: dress, posture.
3. ________ Speech and voice: Clear and well modulated.
4. ________ Tact and courtesy: Observes social conventions; tolerant and considerate of others.
5. ________ Displays a sense of humor.
6. ________ Dependable.
7. ________ Self-confident.
8. ________ Enthusiastic about teaching.
9. ________ Expresses a desire to learn
10. ________ Ability to evaluate self.
11. ________ Profits by criticism.

ASSUMING RESPONSIBILITIES

12. ________ Is independent in assuming responsibility.
13. ________ Adjusts temperature, light, and ventilation.
14. ________ Achieves efficient and satisfactory arrangement of playroom and play yard.
15. ________ Is flexible in planning program for children.
16. ________ Plans activities to enrich the lives of children according to their level of development.
17. ________ Overall planning for program activities.
18. ________ Daily preparation for program activities.
19. ________ Discusses pertinent problems with director.

Dorothy June Sciarra and Anne G. Dorsey: Developing and Administering a Day Care Center. Copyright (c) 1979 by Houghton Mifflin Company. Used by permission.

WORKING WITH CHILDREN

20. __________ Creates a warm and accepting environment.

21. __________ Likes children, shows a real enjoyment of them.

22. __________ Recognizes when children are happy and relaxed.

23. __________ Enjoys humorous incidents with children. Seems to enjoy laughing with them.

24. __________ Understands children on their own level.

25. __________ Accepts each child as he is.

26. __________ Recognizes that each child is a sensitive, thinking individual and treats him accordingly.

27. __________ Shows awareness of progress or lack of it in a child's behavior.

28. __________ Relates easily to children.

29. __________ Impartial in dealing with children.

30. __________ Aware of differing moods of children, adjusts standards for them at times when they are fatigued, irritated, overstimulated, etc.

31. __________ Uses different, though consistent, methods in dealing with different children.

32. __________ Is imaginative and creative.

33. __________ Is resourceful in a practical way, has common sense.

34. __________ Uses positive approach.

35. __________ Helps children accept limitations.

36. __________ Makes suggestions without antagonizing.

37. __________ Does not overstimulate or cause tension in children.

38. __________ Removes distracting influences.

39. __________ Alert to total group, even when dealing with a part of it.

40. __________ Remains controlled in startling or difficult situations.

41. __________ Encourages and guides the expression of feelings.

42. __________ Assists children in gaining confidence.

43. __________ Treats the child's possessions and projects with care.

44. __________ Gives children opportunity for manipulating various kinds of creative materials.

45. __________ Explains relations between a child's individual rights and group rights.

46. __________ Guidance of children in group relationships.

47. __________ Guidance of activities according to group needs and interests.

48. __________ Guidance of children in developing motor coordination.

49. __________ Guidance in music experiences.

50. __________ Guidance in story and language experiences.
51. __________ Guidance in science experiences.
52. __________ Guidance in use of creative materials.
53. __________ Guidance in toileting routine.
54. __________ Guidance in resting.
55. __________ Guidance in eating experiences.

WORKING WITH ADULTS

56. __________ Is interested in people, thinks in terms of helping them rather than criticizing.
57. __________ Cooperates well with adults.
58. __________ Is considerate of activities of other adults.
59. __________ Welcomes new ideas, flexibility as shown by willingness to consider new ideas.
60. __________ Maintains high standards of professional ethics in regard to children and staff.
61. __________ Realizes that situations cannot always be handled in the home as they are at school.
62. __________ Attitude in working with parents is cooperative.

SPECIFIC STRENGTH OF TEACHER:

SPECIFIC LIMITATIONS OF TEACHER:

OTHER COMMENTS:

director's survival kit

managing meetings

Meeting-an activity where minutes are kept and hours are wasted.

Milton Berle

Meetings are a common event in the life of a child care director. Staff meetings, board meetings, parent meetings, advocacy meetings, contract negotiation meetings, and area directors' meetings dominate directors' schedules. And unfortunately, in many of these meetings, hours are indeed wasted.

To help directors make meeting hours productive hours, CCIE surveyed recommendations from management experts. In the following pages are compiled the most relevant and helpful of their ideas. They have been organized into four areas the director should focus on in improving meeting performance:

- *preparing for the meeting*
- *encouraging constructive group behavior*
- *facilitating discussions*
- *avoiding common pitfalls*

These ideas are all aimed at helping you as director improve meetings you plan and/or run. A future article in CCIE will recommend strategies for getting the most out of other meetings you attend.

Being Prepared Makes a Difference

Time invested in planning a meeting is time well spent. Preparations should focus on the following factors:

▶ Purpose. Before calling a meeting make sure it is necessary to achieve a desired objective. Spell out specifically what you hope to accomplish with the meeting. Consider whether this purpose can be more efficiently achieved by some other means - a phone call, a written memo, or informal conversations. Avoid meeting mania - don't call one unless you have a specific purpose in mind and it can be achieved through a meeting (McDougle).

▶ Size. Try to keep the size of a meeting as small as possible. The larger the

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group the more complicated communication becomes. With a "group" of two there are only two communication channels. Add a third person and you set up six channels. Add a fourth and you have twelve channels. When eight people meet they have 56 channels to sort out (Mackenzie).

One rule of thumb to apply is the more complex the subject to be discussed in a meeting, the fewer persons should participate. Invite only those who will carry out a meeting's decision, whose approval is necessary for decision implementation, who have responsibility for the subject, or who can make a unique contribution (Boardroom Reports, May 30, 1978).

▶Time. Pick a time to meet when participants are most likely to be on time and attentive, and when distractions and interruptions are least likely to occur. The best time to meet often is just before lunch or quitting time as participants will want to move things along quickly. The worst time is first thing in the morning or right after lunch. At these times, things are likely to get off to a slow start as late comers drift in and everyone tries to pull their wits together (Sandburg).

▶Length. The most frustrating aspect of meetings is their tendency to drag on interminably. To prevent time overruns, you should set a specific time limit on a meeting, preferably no more than one hour except for very important meetings, and stick to it. Start the meeting on time even if some participants have yet to arrive. If you wait for everyone to arrive, this wastes the time of those who arrived promptly and discourages everyone from arriving on time at the next meeting. Also, stop the meeting at the appointed time, even if not all items on the agenda are completed. This will convey the message that you mean business. Participants will quickly adjust--they will be more attentive and less willing to waste time in future meetings (Mackenzie).

▶Agenda. At least a week before a meeting, develop its agenda and send it out to expected participants. The agenda should clearly indicate the starting time, ending time and place of the meeting; items to be covered; what preparation is expected of participants; and what action will be taken, i.e. conveying information, brainstorming, reaching a final decision, etc. (McDougle).

Place the most important item first on the agenda (Mackenzie). The tendency is to list a series of minor items at the beginning of the agenda with the idea that these items will be quickly disposed of, leaving a large block of unrestricted time for the major issue. In practice the minor items typically consume most of the time available and the most important topic receives hurried attention if any at all.

▶Environment. The physical environment of a meeting can exert a significant impact on its outcome. You need to plan ahead to make this impact positive. For example, try to locate the meeting where distractions and interruptions can be held to a minimum (McDougle). Nothing is more counterproductive in a meeting than to have all heads turn to watch a passerby every two minutes. Also use a wide, centrally placed table for meetings. Meetings held in close, cramped rooms with members jammed together around narrow tables create unpleasant conversation, unnecessary tension, and ineffective decision-making (Snell).

On the other hand, you should avoid making the meeting room too comfortable. The room should be well ventilated, but the temperature should be just a little on the chilly side. This should keep participants attentive, yet not too eager to prolong their stay. Likewise, the chairs should not be so comfortable that participants want to postpone the exertion of rising from them. Some managers keep routine meetings short by meeting in rooms without any chairs; and one manager accomplished the same by cutting two inches off the front legs of meeting room chairs (Mackenzie).

▶Seating. Seating arrangements also affect the tone of and participation in meetings, and should therefore be thought through in advance. To begin with you, in your role as leader or chairperson, should position yourself in a central

position in order to control the meeting most effectively. In small meetings seat yourself at the head of the table, and in large meetings (12 or more participants) sit in the center on the side. Don't think of your taking of the central spot as a presumptuous move. The leader must take physical as well as verbal control of the meeting if the group is to talk together effectively. If the leader sits off to one side inconspicuously, the group will treat his efforts to control with contempt (Snell).

For problem-solving and idea-generating meetings the seating arrangement should kindle a desire in the group to work together. All participants should be able to easily see and hear each other. The ideal is to have everyone seated around a round table (Snell).

▶ Visual Aids. In planning a meeting, it's wise to consider using visual aids, such as overhead projectors, to increase retention and maintain control. When relying on verbalization alone to communicate, an estimated 90 percent of a message is misinterpreted or forgotten entirely. We retain only 10 percent of what we hear. But adding appropriate visual aids increases retention to approximately 50 percent (Auger).

Encouraging Constructive Group Behaviors

Social scientists who have researched the behavior of individuals in groups have concluded that there are a variety of behaviors which must occur to some degree in order for a group to progress effectively (Schein). Many of these are "task functions"--behaviors focusing on the accomplishment of the task at hand. These include:

Initiating - getting the ball rolling by stating the goal or problem, making proposals as to how to work on it, setting time limits, etc.

Opinion Seeking - soliciting participants' opinions about the issue before the group.

Opinion Giving - offering personal opinions about the issue itself or about the suggestions of other participants.

Information Seeking - soliciting facts about the issue under discussion.

Information Giving - offering relevant facts.

Clarifying - increasing understanding about what has been said by restating, giving examples, or probing for more precise statements.

Elaborating - building upon ideas already expressed by exploring them in more depth or by offering variations or new combinations.

Summarizing - reviewing the points the group has already covered and the different ideas that have been stated, so that as decision points are reached, the group is operating with full information.

Consensus Testing - checking with the group as to whether it is ready to decide or needs more discussion time.

The remaining functions are "maintenance functions"--behaviors focusing on the feelings of and relationships among group members. These include:

Harmonizing - soothing angered feelings, reducing destructive types of disagreement.

Compromising - mediating differences, reaching mutually satisfactory positions.

Gatekeeping - insuring that participants who have a contribution to make have an opportunity to make it.

Encouraging - creating a climate of acceptance for participants' contributions through offering support and praise.

Diagnosing - determining the causes of problems in group functioning.

Your responsibility as a meeting leader is to insure that all these task and maintenance functions are taking place when necessary in problem solving and idea-generating meetings. In some situations (possibly in small meetings or in meetings where participants have not met previously), you may be required to perform most of these functions yourself. Ideally, however, other meeting participants will perform many of the tasks and you will need only to fill in the gaps.

When you will be meeting with a particular group periodically, such as with your staff or with your board, it will pay dividends to invest some time in training group members to perform these functions. One way to do this would be to allocate, on a periodic basis, 15 to 30 minutes at the end of a meeting for self-evaluation. During this time meeting participants would be invited to share their impressions of how well this group's meetings work, what they especially like about them, and what aspects need improvement.

If this open-ended type of evaluation doesn't evoke a substantive discussion, several other approaches can be utilized. One alternative would be to take some time to describe to participants the task and maintenance functions listed above. Then at the end of the next meeting set aside some time to go through the list and decide whether or not each function was performed effectively in that meeting. Where problems are identified, ask for suggestions on how improvement can be made. A variation of this approach would be to have a person with management skills sit in on the meeting and provide an impartial third party assessment of the groups performance of these functions.

A second alternative would be to utilize a written evaluation format. Group members could rate the group's performance of each of the functions on a scale of 1 to 5. For example if a group member believes the group performs the "gate-keeping" function moderately well, she might give this function a rating of 4.

If another member believes the group performs this function very poorly, she would give it a rating of 1. Group members would turn their unsigned ratings in, and the ratings would be totalled and averaged. The average ratings for each function would then be shared with the group. Functions which are rated especially low would be identified, and the group would discuss how to improve the performance of these functions.

As a meeting leader you can also work on a one-to-one basis with other group members to help improve meeting performance. The best way to do this is to give individuals objective feedback on their meeting behavior. For example, if a staff member does a good job of "harmonizing" during an emotion-filled staff meeting, you would do well to let that person know, in private after the meeting, that you found this behavior to be most helpful. Likewise, if a staff member who seldom enters into discussions offers a useful suggestion in a meeting, you might encourage her continued participation by commenting to her on her suggestion after the meeting.

Techniques for Facilitating Discussions

A major role for the meeting leader is to facilitate discussions which focus on the task at hand, draw out all relevant facts, explore all alternatives, and lead toward thoughtful decisions. As anyone who chaired a meeting recognizes, accomplishing these objectives requires a good deal of skill. The following are some techniques found to be effective in facilitating productive discussions:

▶Plant Proper Expectations. People tend to hear what they expect to hear. According to management expert Peter F.

Drucker, "The human mind attempts to fit impressions and stimuli into a frame of expectations. It resists vigorously any attempts to make it perceive." If meeting participants come to a meeting expecting to hear the same old dull reports and irrelevant discussions, they will start off expecting to be bored and inattentive. If the chairperson introduces some exciting new concepts or opportunities in this meeting, chances are meeting members will not be tuned in sufficiently to hear them (Drucker).

The most basic step you can take to plant proper expectations among meeting participants is to circulate an agenda before the meeting. Then at the beginning of the meeting you should spend a few minutes previewing the meeting by going over the agenda and identifying what action is expected to be taken on each item.

When you have an especially important piece of information to convey, or a critical decision to be made, or creative ideas to be developed without delay, stronger measures may be required. You need to break meeting participants out of the rut of their normal expectations. You could give them a clear signal that something different is going to take place by meeting in a different place, in a different type of setting (a home as opposed to the center, for example), or at a different time. Or you could start the meeting off more dramatically then usually by being more animated, by using visual aids, or by bringing in a new person to make the presentation.

▶ Keep the Energy Level High. The energy of a group in a meeting depends on many factors, including some you cannot control (such as one member's splitting headache). But there is much you can do toward keeping interest high. Most importantly, your interest, alertness, and intensity are contagious, so give it your best. Don't be reluctant to use body language to underscore your involvement with the group. Move around, move close to the member who's talking, use your hands.

Keep the meeting moving at a fast pace. Don't spend too long on any one item or action. Watch the members of the group closely. You can quickly spot the beginnings of boredom and counteract it.

Finally don't let the group get too complacent. Challenge them with difficult questions. Keep them off balance with surprises. For example, stop in midstream for a group communication exercise, or for a fun task. (Prince).

▶ Share Responsibility. All too often meeting participants sit back, waiting for the chairperson to do something to stimulate their interest and participation. Yet meetings are not an individual performance; they are a group process. All participants must want the meeting to work and be willing to make an active effort to help it along (McGregor).

One effective means of driving this point home is to rotate the chair. By having an opportunity to serve as chairperson, meeting participants can experience directly how difficult it is to run an effective meeting when the other participants aren't trying or paying attention (Prince).

▶ Ask Provocative Questions. Ask questions that induce a free flow of opinion and draw out information. Avoid questions that elicit simple "yes" or "no" answers, which require no thinking. Rather, ask who, what, where, when or why questions which make a simple answer impossible.

Ask probing questions. They keep people talking and revealing more and more of what is on their minds. To encourage responses in more depth nod and smile, or use short neutral interjections or questions. Also ask for clarification or more information or repeat some of the speaker's words (Mills).

▶ Avoid Excessive Negativism. One sure way to discourage group members from offering opinions and suggestions is to have every assertion greeted with a chorus of criticism. A bit of a person's ego is invested in every idea she puts before a group. When the idea is attached, she feels personally attacked. The next time she has an idea, she will think twice about the risks before proposing it.

When meeting members focus first and foremost on the flaws or negative aspects of a proposed idea, they tend to discard ideas too quickly. Even though an idea has some failings, it may have several points of potential value. The tendency of groups, however, is to discard ideas which receive an initial negative response, thus throwing out their good points with the bad ones (Prince).

A range of techniques are available for minimizing the negative effects of negativism. The simplest technique to utilize is positive reinforcement. When a participant reacts to another's suggestion with a positive comment, the chairperson should reward this comment with a supportive statement such as, "That's very constructive feedback, John." On the other hand, the chairperson should greet negative reactions with silence.

If this does not restore a constructive balance of negative and positive comments, the "spectrum of values" policy can be enforced. Under this policy participants are required to point out a positive aspect of an idea before the group prior to making a negative comment (Prince). A variation of this technique is to require meeting participants to make a positive comment, a negative comment and add an interesting point to an idea under discussion (Bienstock).

An even stricter approach is to enforce a "clarification" period. Under this rule, meeting participants are not allowed to make judgments on a proposed idea. The only comments allowed during this period are specific requests for clarification about the idea and requests for evidence supporting it. When the chairperson feels the idea has been given a fair hearing, the ban on criticism is lifted (Lee).

▶ Encourage Good Listening. Oftentimes participants in an important discussion become so preoccupied with what they are going to say themselves that they don't bother to listen to what the others are saying. In other words, the participants become more concerned with making an impressive statement than with constructively responding to previous speakers. To insure that participants are listening and understanding each other, the chairperson can require each speaker to restate the position of the previous speaker (to that person's satisfaction) before stating her own position (Rogers).

▶ Put Silence to Use. In most social situations people feel uncomfortable during periods of silence. In a meeting, a lapse in discussion is often viewed as a sign that members are tired or bored, or that they feel the topic is too difficult. There is a tendency to equate activity (constant talking) with accomplishment.

In fact periods of silence can serve a productive purpose. Silence can give meeting members time to reflect upon what other members have said. It gives intuition an opportunity to work. In an emotion-charged discussion, silence can also give tempers a chance to cool and reason a chance to return.

To help meeting participants be more comfortable with silence, ask them at times to be intentionally silent. You might say, "We've heard a lot of different views about this, and I think we're starting to repeat ourselves. I suggest we sit silently for a minute and let the different points settle in." As the group gets used to periods of silence, it'll stop worrying about filling in the blanks and start using the silence productively (Sanders).

How to Avoid Common Meeting Pitfalls

▶The Overpowering Chairperson. Meeting participants normally concede considerably authority to a chairperson. When this person is also the participants' boss this is especially true. As a result your actions as chairperson tend to carry a great deal of weight - more weight then you may even realize or intend. For example, when you contribute your own opinions or suggestions to a discussion, you will unconsciously favor them. When the group members sense this favoritism, their sense of commitment will be reduced, and the probability of the meeting being successful drops (Prince). Meeting leaders who are highly intelligent can be especially effective at stifling the new ideas of others. The more intelligent the leader is, the more capable she is of defending her ideas regardless of their merits (Bienstock).

Expressions of approval or criticism by the boss/chairperson can also be counterproductive to open discussion. Whether or not you exercise your authority as boss in chairing a meeting, all present are aware that you can reward or punish their actions. So, rather than speaking freely and frankly, the subordinates become conditioned to participating in a manner calculated to win your approval (Prince). Your criticism or praise of an idea may be perceived by meeting participants as a signal of which way the decision will go and thus discourage further discussion. Likewise, participants may engage more mental energy in devising ideas that may meet your approval than in generating their own creative ideas.

To promote a free and creative sharing of ideas, the chairperson needs to exercise support, not authority. You need to view yourself as a servant of the group. You need to devote your full attention to helping meeting participants express their own ideas freely and fully. You need to be more concerned with promoting the understanding of the ideas of others than in expressing your own (Prince).

This is not to say, of course, that the chairperson should avoid any expression of ideas or opinions. However, you should exercise care in making your contributions. For example, if you have a suggestion to propose, you should withhold it until the suggestions of the other meeting participants have been fully discussed so as not to undermine the attention they receive (Prince). When you have criticisms avoid stating them directly. Rather phrase your concern in the form of a question, thus encouraging other participants to voice the criticism (Mills).

▶Talkers and Non-talkers. Nearly every meeting has talkative members and quiet members. You typically cannot afford to miss the contributions that quiet ones can make. Once you have identified a quiet member, be careful not to pin him down; but when you ask for a response, you might rest your eyes on him first, going on to the others only when he gives no response.

A more difficult problem may be presented by members who try to dominate meetings. They will have immediate responses and will go into endless detail if listened to. These people are usually bright and valuable, but they can ruin a meeting if permitted to run free. Several approaches may be helpful in controlling a nonstop talker without alienating him. First, when you believe you understand the point he is making, say something bringing closure such as "Thank you, I've got it." Second, avoid the compulsive talker's eyes when you ask for a response. Third, when you ask for a response, look at someone other than the talker and hold up your hand to the latter in a casual stop sign. Finally, if all else fails, and if the talker is not responsive to a frank discussion, ask him to listen to a tape recording of the meeting. That usually does it (Prince).

▶Meeting Disrupters. If two meeting participants are carrying on a side discussion that is interfering with a meeting, direct a question to one of them. To avoid embarrassing him, address him by name before asking the question, and make the question clear and simple. An alternative is to restate a previously expressed suggestion and then ask his opinion (Boardroom Reports, October 15, 1978).

▶Hecklers. If a meeting participant with a negative viewpoint is continually undermining the flow of the meeting with snide comments or emotional tirades, don't argue or chastise. If you lose your cool, the negativist wins. Instead, try to get other meeting participants to help you. Go back to friendly participants and ask, "What do you think?" Raise questions that bring in the other sides of the problem, or put the burden on the negative individual to be positive. Ask him, for example, "What do you recommend we do?" If the heckler continues to be disruptive, chances are the group will take care of it (Auger).

▶Enemies. When you know in advance that a meeting dealing with a hot issue is going to be attended by individuals with strongly conflicting viewpoints, paying attention to seating arrangements can reduce meeting conflict. When groups with opposing views will attend, try to discourage them from "dividing up sides" - lining up on opposite sides of the table. There's strength in numbers, and any united front will promote rigidness and entrenchment in preconceived ideas. Try to break the groups up. When people are separated physically, they naturally tend to think separately and less dogmatically (Snell).

When two individuals are continually at each others' throats in meetings, a different approach may work. Seat such enemies side by side in the meeting. Their physical closeness will make verbal attacks less likely (Sandburg).

▶Sore Losers. Voting is the quickest, most clearcut method of making a group decision. However, it may also be the least effective. Taking a vote may force participants to make a choice before they are prepared to do so. It may also have the effect of dividing the group into "winning" and "losing" camps. Those who lost may feel that their position did not get a fair hearing. As a result, they may not be highly motivated to help implement the winners decision.

A decision reached by consensus, by discussing a matter until all participants are ready to accept a solution, may not make everyone feel like a winner; but at least it gives everyone the satisfaction of contributing to the solution. Voting should be resorted to only when it appears a consensus will not be reached within a reasonable time period (Schein).

▶Wasted Efforts. How often have you attended a meeting where participants struggle to arrive at a decision only to have the decision never get implemented?

Needless to say such failure to follow through can be terribly frustrating for all participants as well as a significant wasting of people's time and talent.

To insure that meeting decisions don't get lost in space, several steps can be taken. First, at the conclusion of any meeting summarize what has transpired. Recap what decisions were made. Second, indicate what steps need to follow, assign responsibility for each step, and set deadlines. Third, prepare minutes of the meeting including these assignments and deadlines and circulate them to meeting participants within a day or two after the meeting. Finally, personally follow through to be certain deadlines are adhered to (Auger).

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UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

2. Type of course offering

_____a. Continuing education course

_____b. Curriculum course (specify curriculum)____________________
____

_____c. Workshop

_____d. Other (please explain)____________________
____

3. How many instructional hours (hours in class) did it take to present unit?____________________

4. Please comment on the following components of the course.
   a. Job Tasks -
      Are they accurate, realistic and clearly stated?______________
      ____
      Would you add or delete any?_____ Which ones?______________
      ____

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated?

Did you use them?

Would you add or delete any? Which ones?

c. Knowledge/Skills -
Is the content accurate and clearly stated?

d. Suggested Methods -
Did you use these teaching methods?

Were they successful?
List other methods that you used that were successful

e. Materials -
Were the handouts and resources suggested useful?

Was there enough supplementary material given?

5. What type of agency or institution offered this course?

____ a. Community/Technical college
____ b. Other (please specify)

6. Other comments and suggestions.

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT SEVEN: PARENT AND COMMUNITY RELATIONS

Job Tasks	Page	Handout
I. Prepare parent handbook or other orientation material to explain policy and operation of child care center	7.3	
II. Establish and maintain contact with parents: group meetings and conferences with individual parents	7.3	7A
III. Establish and implement a parent and volunteer involvement program	7.7	7B, 7C
IV. Represent the center and interpret its philosophy and policy	7.14	
V. Establish contact with local and state agencies	7.16	
VI. Raise funds	7.16	

Instructional Performance Objectives

Can prepare a table of contents for a parent handbook
Can establish an agenda for a parent meeting
Can list groups or agencies in the community with which center should relate
Can prepare a two-minute presentation on center's philosophy and policy for use with various community groups and agencies
Can prepare a table of contents for a handbook for volunteers
Can obtain or prepare a directory of local and state agencies or groups having specific interests in children

Knowledge/Skills

Suggested Methods

Materials

A child care center will gain a reputation in the community where it serves families and where the center staff live. This reputation may be the result of a carefully planned community and parent involvement program or it may be the result of casual comments made by community members who have little or no first-hand knowledge of that center. In all likelihood both will occur. Yet the director who purposefully includes parents and community members in center plans and activities will be taking a definite step toward a center reputation that is both positive and widespread.

Parent and community relations include those issues that involve parents of children enrolled in the center, parents and children who are potential candidates for enrollment, volunteers who give both time and energy to center activities, and community groups that may be interested in learning about child care and young children.

Several of the topics included in this unit have been discussed in detail in other units of this administration course. For these topics, neither information nor those handouts will be repeated here. Instead, cross references will be made to the pertinent unit and pages. Because the role of the director is not neatly divided into categories, an attempt has been made to include specific tasks the director is expected to perform under each topic.

Knowledge/Skills	Suggested Methods	Materials
I. PREPARE PARENT HANDBOOK OR OTHER ORIENTATION MATERIAL TO EXPLAIN POLICY AND OPERATION OF CHILD CARE CENTER Much of the center's reputation is determined by parents. Informed parents tend to understand the goals of the center and be able to share those goals with acquaintances in the community. One way to keep parents informed is by preparing introductory and explanatory materials about center operations and guidelines. The parent handbook and orientation materials are an important part of this parent education effort. These were discussed in Unit 8, Enrollment, pp. 8.13 and 8.14.	Various class members who have previously developed parent handbooks and orientation material might be asked to bring them in to class for comparison and review. These may be displayed or discussed in large or small groups with a wrap-up discussion focusing on what are crucial components in parent handbooks and orientation materials.	Refer to HANDOUT 8D Guidelines for Developing a Parent Handbook.
II. ESTABLISH AND MAINTAIN CONTACT WITH PARENTS: GROUP MEETINGS AND CONFERENCES WITH INDIVIDUAL PARENTS Contact with parents is an important part of the director's job. Not only does this contact allow the director insight into the attitudes of a child's family, but it also allows opportunity for parent/center cooperation in child rearing. Aside from the process of orienting parents (discussed in Unit 8, Enrollment, pp. 8.12-8.14), formal contact with parents may be during organized meetings or conferences.		

Knowledge/Skills	Suggested Methods	Materials
A. Parent meetings Many centers hold parent meetings for the purpose of information sharing. This may include sharing child development information, parenting practices, possibilities for parent participation, or center policies and procedures. Whatever the topic of the meeting may be, the following points should be kept in mind.		
1. Planning the meeting a. Does the topic have appeal to parents? Will they come? b. Is the speaker(s) or presentation (perhaps movie or video) interesting to parents? Will they want to come back? c. Is the time of the meeting convenient? When do most parents work? What is the absolute maximum time limit for the meeting? d. Do parents need assistance in attending? Should transportation or child care be provided? e. What can be planned to make parents comfortable upon their arrival? Do you have refreshments or an informal visiting time first?	Small groups may be assigned the task to develop checklists for use in efficiently planning parent meetings. These checklists may then be discussed and consolidated into a master checklist.	Chart paper, stand, and markers to record master list

Knowledge/Skills	Suggested Methods	Materials
2. The actual meeting a. Has the program been planned with both the interests of parents and a desired length of time in mind? b. Is the room organized for interaction? Does the room look inviting as parents enter? c. Are staff assigned to welcome parents and help them feel comfortable? Are there plans for back-up child care even if parents were asked to leave children at home? d. How will parents be encouraged to ask questions? e. How will parents be enouraged to mix with staff and other parents afterwards?	Open the discussion in a large group with the topic "The Best Parent Meeting I Ever Attended" (either as a parent or staff). Have each class member compile a list of what made those meetings the best. OR Class members may role play or discuss the disasters or serendipity that might occur at parent meetings.	
3. The meeting evaluation a. Was the meeting a success (according to staff and/or parents)? How many came? b. Was the speaker interesting? Effective? Was the topic presented so that parents could understand, participate and follow-up with questions? c. Were the facilities and arrangements (chairs, refreshments, child care, transportation) adequate? d. What should be done differently next time?	A discussion or debate might focus on "Why Bother to Evaluate, Now That It's All Over?" with particular emphasis on pros and cons of evaluation efforts.	

Knowledge/Skills	Suggested Methods	Materials
B. Parent conferences Contact with parents may also be maintained through scheduled conferences. These may be planned once or twice a year for each parent to discuss the child's progress with the teacher. Conferences may be held at the request of the teacher or parent if the child's behavior or attitude needs to be discussed. The following issues should be kept in mind about parent conferences. 1. How is the parent contacted about the conference? Is the parent only called to school when there is a problem? Is the parent alerted to the reason or need for the conference when contacted? 2. Is the conference scheduled at a convenient time for the parent? 3. Is there a reason for the child to be present? If not, will another staff person be asked to watch the child? 4. How will the parent be put at ease and made comfortable during the conference? Would the parent be more comfortable if the conference were not at the center but in the home instead?	Many parents are anxious about parent conferences. Ask parents in the class to discuss their feelings about conferences and how the conference process could be developed into a positive, learning experience for parents and staff.	HANDOUT 7A: Ideas for Effective Parent Conferences

Knowledge/Skills	Suggested Methods	Materials
5. Who plans the agenda for the conference? Will the parent be given time to ask/answer questions? Will the director or other staff members be asked to sit in? How will the conference end?		
6. Will there need to be a follow-up after the conference? Who will be in charge of the follow-up? Will telephone calls suffice?		
7. Who will evaluate the conference? Were all topics covered? What could be done differently next time?		
III. ESTABLISH AND IMPLEMENT A PARENT AND VOLUNTEER INVOLVEMENT PROGRAM		
Most child care centers would welcome an additional pair of willing hands. Because of limited budgets, additional staff members above the required staff/child ratio are not found in many centers. Parents and volunteers are often able to assist the center with more or extra activities than the regular staff can handle. The benefits may work two ways: while the center and its children profit from additional adults with new and different talents, the volunteers and parents may learn child-caring job skills, may enjoy working with children or may feel involved in a worthwhile endeavor.	The topics discussed in this section will be ones that most people with child care experience have some information on - either as staff members or as parents. For that reason, the topics lend themselves to large and small group discussions or short debates on a general issue such as "Volunteers are/are not worth the effort". OR	HANDOUT 7B: When You Need a Few Good Volunteers. . . . . . The Handbook for Volunteer Services prepared by the Office of Volunteer Services in DHR gives a detailed plan for establishing an effective volunteer program. See the Resource List for the address.

Knowledge/Skills	Suggested Methods	Materials
If one objective of the child care center's philosophy is to enrich the program with additional adults, it is possible for either parents or volunteers to fill this role. A parent involvement program may be organized in the same manner as a volunteer program. Both may be organized and handled independently or simply as a volunteer program that includes parents. For the purpose of this unit, the discussion will focus on a volunteer program. At any point, this could be interpreted as a parent and/or volunteer program. The essentials of such a program include several components.	Another tactic might include role playing with a staff member orienting a new volunteer (who is also a parent) about center procedures.	
A. Planning As with any other portion of the center's program, the planning stage is crucial. Items to be included are as follows: 1. Discussion with board and staff members to determine need for, number, and role of volunteers; 2. Choice of volunteer coordinator to oversee volunteer program (probably in addition to other jobs) and be contact person and supervisor for volunteers; and 3. Discussion of incentives the center may offer in lieu of pay (training, contact with children, job recommendations).	Ask large or small group to compile a list of the logical steps to be used in planning a volunteer program. Carefully review to make sure no essential points have been left out.	HANDOUT 7C: Checklist for Volunteer Readiness NOTE: This checklist is designed primarily for volunteers in the classroom. Make sure class members are aware of other needs for volunteers.

Knowledge/Skills	Suggested Methods	Materials
B. Recruiting The effort expended to find interested and able volunteers may pay off in the length of their involvement and the energy they put into the center program. Recruiting volunteers involves several components. 1. Decisions about what kinds of volunteers are desired: students, retired persons, parents, or some of each 2. Decisions about how to let these groups know volunteers are being sought a. Word of mouth through parents and staff b. Advertising in vicinity of center with flyers, signs c. Community-wide advertising: radio or newspaper, volunteer bureau d. Contact with specific groups desired: high schools, retirement centers	This topic may well be one whose approach varies with the community. Ask class members to discuss their successes and failures in recruiting volunteers or have a center director as a guest speaker to discuss recruiting practices.	
C. Screening It is important to the center that a volunteer screening process be adopted. This can protect the center from adults with questionable intent but also may be used to determine skills and placement of volunteers. The following	Both screening and orienting could lend themselves to role play situations with the center director and the prospective volunteer being the central roles. Role playing may be more successful if not done in front of a large audience so consider	

Knowledge/Skills

points should be considered:

1. An application and/or interview with the volunteer focusing on skills, background and interest in working at the center;
2. An observation of those volunteers who wish to work with children to determine their suitability;
3. A physical exam certifying their ability to work with or around children; and
4. A commitment from the volunteer in which they indicate their awareness of the center's need for dependable volunteers (be realistic at this point and plan incentives to encourage this commitment).

D. Orienting

It is important that volunteers become involved in the day care center. Regardless of the role they play in their time at the center, understanding how the center works will make a volunteer feel a part of the ongoing organization.

The volunteer orientation process may include the following:

Suggested Methods

dividing the class into smaller groups for this activity.

Materials

Knowledge/Skills	Suggested Methods	Materials
1. A tour of the center; 2. Explanation of what is happening in classrooms; 3. Introduction to staff members; 4. Informal discussions with staff when time allows; and 5. Organized but informal discussions on the following: a. Supervision of volunteers, b. Responsibilities of volunteers, c. Child development information, d. Program objectives and center philosophy, and e. Center organization.		
E. Developing a volunteer handbook A handbook could be a useful tool for a volunteer if it were brief yet fairly inclusive. A volunteer should not be expected to spend a lengthy amount of time reading the handbook. In addition to a review of the material covered during orientation, a handbook might include the following components. 1. Rules for center personnel and children 2. Health and safety guidelines for working with and around children	Class members may have volunteer handbooks they are willing to bring to class to be discussed and critiqued. OR A large group activity could include making a list of all the topics that class members feel should be included in a volunteer handbook. The class may then rank order these topics as to their importance.	Chart paper, markers, tape or chart stand

Knowledge/Skills	Suggested Methods	Materials
3. Examples of any forms that volunteers will be required to fill out (e.g., time sheet, personal data sheet, activity chart)		
4. Examples of any forms that will be filled out on the volunteer (e.g., evaluation)		
5. Suggestions appropriate to the types of jobs volunteers may be asked to do a. Activities with children b. Assisting teachers c. Assisting with field trips d. Clerical tasks		
6. A list of center staff with name and job position		
F. Supervising The supervision and job feedback given to a volunteer may make the difference between an enthusiastic volunteer who works well with staff members and the volunteer who shows up only when its convenient and barely tolerates center staff. These are issues to consider in supervising volunteers.	Review materials, methods, and handouts suggested in Unit 6, Staff, pp. 6.16-6.18.	

Knowledge/Skills | Suggested Methods | Materials

1. Attention to specific jobs given volunteers - do they match with the person's ability and interest?

2. Initial supervision to make sure a job is learned and done correctly - does the person need additional details or perhaps a demonstration?

3. Training outside of the center may be valuable - is there a workshop the volunteer might benefit from?

4. Praise and recognition for a job well done - does the person receive feedback on the kind of job being done? How will the center choose to formally recognize volunteer service - with a certificate, dinner, letter of recommendation?

G. Record keeping

It may be valuable to the center director and staff if records are kept on volunteer efforts of successes and failures. It may also be valuable to keep a record of volunteer hours as these records may be used to document in-kind contribution. These records have been discussed in Unit 1, Operational Planning, pp. 1.25 and 1.26.

Knowledge/Skills

IV. REPRESENT THE CENTER AND INTERPRET ITS PHILOSOPHY TO OTHERS

All employees are representatives of the center. There are situations in which an employee (director or any other staff person) is asked to officially represent the center. Examples of this formal representation would be a workshop, community meetings, or meetings with parents or board members. Informal representation occurs constantly. Anywhere the staff person goes, grocery shopping or vacation, the child care center is represented. It is the formal representation that is of concern in this unit.

A. Types of presentation

It is the center director who typically is asked to make a presentation. This may be about the center itself or perhaps may be on a more general child-related topic, e.g., child development or discipline. The center director may choose to approach civic groups or funding agencies to speak regarding the center and pertinent facets of its program. In this case, the task of the director is to discuss the center's philosophy and policies, either to inform or update the audience.

These presentations may be the following types:

Suggested Methods

As a large group activity, class members could discuss and make a chart from questions:

1. What types of presentations should a center director be able to deliver?
2. What are the various groups that might be interested in what a director has to say?
3. Should the director wait to be approached by these groups or constantly be searching for opportunities to speak?
4. Is different content appropriate for some of these groups, e.g., would the same speech be appropriate for the Kiwanis Club and the United Fund agencies?

Materials

Chart paper, stand or tape, markers

Knowledge/Skills	Suggested Methods	Materials

1. Lecture with audiovisual support materials,
2. Lecture with or without audiovisual support materials followed by question and answer time,
3. Brief informal presentation with focus on questions and answers from audience, or
4. Audiovisual presentation (slides, slide-tape) with accompanying comments.

B. Preparation of presentation

While some speakers may feel that a talk seems more personable if given casually, it usually benefits the speaker to prepare ahead.

Preparation may include

1. Rehearsing talk with other staff members,
2. Preparing handouts or overheads to emphasize particular points,
3. Selecting pertinent audiovisuals (slides taken at the center), and
4. Talking with representatives of a host group to find out length of a typical presentation, and usual style of delivery (lecture or question and answer).

Knowledge/Skills	Suggested Methods	Materials
V. ESTABLISH CONTACT WITH LOCAL AND STATE AGENCIES		
The center director is in regular contact with representatives of state and local child care agencies, for example, the licensing or monitoring specialist. These representatives may be able to provide information about other local, county and state agencies that have a specific interest in children. These might include groups that develop or provide curriculum materials on child care and child development or others that are willing to consult with a center or group of centers. The director is urged to utilize all contacts with state agencies, either to gain their assistance with a problem or question, or to ask for suggestions and references to other agencies that may help.	A guest speaker might be an informative way to alert the class to local and state agencies with an interest in child care. The speaker might be the county day care coordinator, a representative of Office of Child Day Care Licensing or the regional day care specialist from the Office of Day Care Services.	Check Resource List for addresses of OCDCL and the Office of Day Care Services.
VI. RAISE FUNDS		
One of the most common contacts between child care centers and the community occur through fund raising. Because of this, some people and businesses tend to see the center in terms of money rather than children. This may be alleviated by promoting other positive community activities besides fund raising throughout the year.	Refer to materials, methods and handouts in Unit 3, Financial Management, pp. 3.21-3.23.	

Knowledge/Skills	Suggested Methods	Materials
An invitation to those who do give money to an open house featuring the children and their activities or art work may also serve the same purpose.		

Ideas for Effective Parent Conferences

IDEAS FROM 15 DIRECTORS

CCIE asked 15 child care directors to share their ideas on running effective parent conferences. The following is a summary of their responses.

GOALS FOR CONFERENCES

The directors have a variety of goals to be accomplished in parent conferences:

"To make the parents aware of how their child is developing, at what level (s)he is functioning, and if (s)he is in need of any special help." Janet Rogers, Lycoming Child Day Care, Williamsport, PA).

"To project the importance of the child as a person and how necessary it is for parents and teachers to work together to develop in the child a good self-image." Louisa Pola, Guantanamo Bay Nursery School, Guantanamo Bay, Cuba.

"To get to know the parents enough to feel comfortable with them and them with me; and to better understand the child through the parent. " Lois Grigsby, Kendall Lab Child Care, Evanston, IL.

"To give the parent confidence in the teacher; to establish a social relationship between parent and teacher." Margaret Frederickson, Northedge School, Sudbury, MA.

"To discuss the child's development; to identify future goals." Shelly Brick, Kensington-Kingstowne Child Care Center, Philadelphia, PA.

"To foster greater awareness of the importance the environment plays in a child's development--to educate the parent." Jan Lucas, Westend Day Care, Portage la Prairie, Manitoba, CN.

"To provide support for working parents by supplying any information on child

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2890, Redmond, WA 98052)

development, available social services, etc." Tacy Neri, The Day Care Center, Norwich, VT.

CONCERNS OF PARENTS

Directors suggested that parents' main concerns expressed in conferences are with their child's development, behavior, and social adjustment: Is my child developing appropriately? How does he behave at the center? Does she have any friends? How does he play with the other kids? Does she eat, sleep, and toilet normally? Is she a leader or a follower? Have I done well raising my child?

Parents often come to conferences with specific concerns--about problems their child has been having at home or about incidents or practices at the center. They often come seeking parenting advice. Nancy Toso (South Hadley Child Care Association, South Hadley, MA) also noted that parents often have an underlying concern, which may never be expressed, about the feelings the teacher has for their child--Does the teacher like my child, enjoy being with her, have confidence in her, etc?

PREPARING FOR CONFERENCES

Directors and teachers employ a variety of methods in preparing for parents' conferences:

"Written observations are completed by the staff for each parent conference. Each child is observed for three to four weeks before the scheduled conference. If there is a special concern, staff will pay particular attention to that area." Joan Kunderman, Red River Community College Day Care, Winnipeg, Manitoba, CN.

"We have staff engage in role playing before each series of conferences"... to sharpen their skills in directing the conference. Shelly Brick

In preparing teachers for conferences, we stress that..."the teacher needs to keep perspective on the normal range of children's difficulties. The teacher needs to realize that she is not responsible for children's tensions and moods. She needs to be somewhat detached emotionally from the children and the parent." Margaret Frederickson.

"Teachers keep ongoing Anecdotal Records on each child throughout the year so that at the actual parent conference they will be able to give each parent a 'whole picture' of their child." Sheila Abramowitz, Jewish Community Center Nursery School, Spring Valley, NY.

"Teachers keep a record of children's activities, behaviors, etc., as well as a checklist of developing and achieved cognitive skills." Tacy Neri.

"The teachers who interact with the child meet together to discuss their ideas, observations, concerns." Nancy Toso.

DIRECTING THE CONFERENCE

Most of the directors emphasized the importance of setting a relaxed, informal, comfortable tone at the outset. Most of the directors go out of their way to schedule conferences at a time and place of convenience to the parents. The Red River Community College, for example, tried to accomplish this by putting up a large chart with time slots blocked in when conferences are possible, so that parents can sign up for a time that is convenient for them. Centers further try to relax the tone by talking conversationally--not clinically, by serving refreshments, and by meeting at parents' homes (see "Ongoing Communications" below).

"We try to establish an atmosphere that enables the parent to benefit from the conference in a way that will help and not hinder the child....We phrase concern in a manner that is nonthreatening." Shelly Brick.

"I find my most successful conferences occur when a parent feels very comfortable with us and gives us a good picture of their child and how they perceive him at home. It gives me a much better understanding

of the child and helps me in dealing with him at school. It also makes it easier for future contacts with the parent." Lois Grigsby.

In terms of the structure and content of the conference itself, some of the directors favored an unstructured, unplanned format--simply a two-way conversation about the child, his development, and his life in the center. Other directors favored a more structured approach with a specific agenda to be covered:

"My main points are always to cover all areas of a child's growth--social, emotional, intellectual, physical, etc--to point out that the activities and and area of evaluation cover much more than just those 'academic' things most people associate as being school. Within this area I cover the importance of play as the learning mode of children, art as an expressive process not an end product, math as more than just numbers, etc. I try to find out what parents do at home and influence them to reinforce what we are doing." Tedi Siminowsky, Kinderkeller Nursery, Berlin, West Germany.

"Part of our philosophy is that the parents and the school are partners in the child's education. Thus we use parent conferences to keep parents informed about their child's development. We ask the parents for their input--how they handle certain situations, what works at home. We also share how we handle the child at school. We try to reach a pattern that will be consistent both at home and school." Nancy Toso.

To enhance communications most directors emphasized backing up general statements about the child with plenty of specific examples. To simply state, for example, that a child's behavior in class is overly aggressive leaves little room for constructive dialogue. But to actually describe several incidents as examples allows the parent to concretely visualize the behavior, gives her the opportunity to challenge the teacher's interpretation of the incidents, and gives the teacher or director a vehicle for describing the behavior in greater detail. Directors also find it important to relate any amusing anecdotes or special incidents involving their child, even if these incidents have little developmental significance, simply because parents love this type of feedback and because it helps them get a broader picture of what goes on in the center.

Tedi Siminowsky recommends having a display of the activities children engage in, samples of children's work, and written explanations of what happens in the different learning centers. Actual projects the child has completed can serve as excellent points of departure for describing the child's level of development.

PARENT DEFENSIVENESS

One common problem in parent conferences is the tendency for parents to overreact to concerns raised about their children--they become overly concerned or overly defensive. The directors recommended a number of approaches to countering overreactions:

"To ease the situation we first ask parents to share with us how the child functions at home so that we can help each other for the child's best interest. Invariably this leads quite naturally to the issue of concern." Dora Benedik, Neighbourhood House Day Care, Montreal, Quebec, CN.

"We give examples of overall performance of a child and show comparisons to developmental patterns suggested by expert sources." Carol Musburger, Community Nursery School, Maplewood, MN.

"We encourage parents to express their real reaction and assist them in working through the feelings. We also provide support with referrals and suggestions for help." Shelly Brick.

"We try to get to know each parent's personality along with their children.... In dealing with 'high-strung' or 'over-protective' parents, we might down-

play rather than place a great deal of emphasis or pressure on some negative behavior or learning problem that their child may exhibit. This tends to work positively since these parents usually will place enormous pressures on their children if a teacher doesn't deal delicately and diplomatically with this kind of parent." Sheila Abramowitz.

"If parents become very concerned with a behavior, we encourage them to sit back and observe for a period of time (3-6 months, for example). If the problem still exists, then do what is necessary to help, whether it involves getting the child counseling or whatever." Janet Rogers.

"When a parent becomes defensive, I try several different approaches with the parent. I also see if my co-worker has a better rapport with the parent, and, if so, then let her handle the situation." Lois Grigsby.

"I personally deal with them by active listening and usually find they are over-reacting to some problem other than the child's." Louisa Pola.

DEALING WITH BOTH PARENTS

Typically, when conferences are held, it is the mother in two parent families who attends the conference.

"We hardly see both parents at a conference. The teacher gets a clearer picture of each child's home setting meeting both parents at a conference rather than just one." Sheila Abramowitz.

"It is important for both parents to become involved both in the conference process and in observing, so they can put what you say in perspective--so they are not taking your concerns out of context. When one parent is uninvolved, (s)he may make judgments based on bits and pieces of information supplied by the involved parent, without ever having seen the program." Bonnie Neugebauer, Beginnings, Belmont, MA.

Several directors noted difficulties in relating to fathers when they did attend conferences:

"Sometimes being female is a problem. We have had some very unpleasant meetings with fathers who refuse to recognize that we have any competence past 'baby sitting.'" Marie Goulet, Early Childhood Education Centre, Waterloo, Ontario, CN.

"Fathers are much more difficult to deal with than mothers. The fathers are very proud and defensive. Being more removed from the children, they are less understanding of what is normal for children and how their child compares." Margaret Frederickson.

ONGOING COMMUNICATION

Most of the directors pointed out that to be effective parent conferences must be part of an ongoing communication process between parents and staff:

"We maintain on-going relationships with parents so that conferences are viewed as part of the normal process"...and therefore become less threatening. Shelly Brick.

"Conferences work most successfully when the parents feel you sincerely care about their child. You keep them informed (positively as well as negatively) at all times, not just at conference time. Thus by conference time parents trust and feel comfortable with you." Sheila Abramowitz.

"The teacher should be regularly passing along information to the parents. Any problem that needs to be discussed in conference should not be a surprise." Janet Rogers.

"Problems with conferences can occur if there has not been a history of communication and rapport. One way we do this is by home visits--at the beginning of the year the child's group meeting teacher arranges to visit the family at home. This is a time for the teacher and family to get to know each other, and also for

the teacher to see the child's special toys, etc. At this time the teacher tells the parent what her/his goals are for the children; also the parent has the opportunity to let the teacher know what he/she wants for the child from this preschool experience." Nancy Toso.

"To establish a bridge between home and school, I visit children in their homes before their first day. From these visits I try to get a feeling for what a child is bringing with him to the school--to get a feeling for parent-child relationships in their most natural setting. I bring three or four school toys that are especially appealing to children. I may bring a Cookie Monster puppet so that I can talk to the child through an already familiar character. a manipulative toy that we can work on together as a stimulus for conversation, and something like a marble racer to arouse curiosity. I promise to set these toys out the first day of school, so that the parent can talk to the child about them in preparation. I take an instant picture of the child to put up in school--a visible link between the child at home and the child at school. I also use the home visit as an opportunity to provide any reassurances or explanations that parents may require." Bonnie Neugebauer.

ADDITIONAL SUGGESTIONS

In Nursery School Management Guide (Fearon Publishers, Belmont, CA), Clare Cherry provides the following suggestions for parent conferences:

--Open and close the conference on a positive note.

--Help parents bring up concerns they have about their child and the school. A good question to begin with is, "What does Johnny tell you about school?"

--Do not make the parents feel guilty by implying that it is the parents' fault the child has problems.

--Arrange the conference at a time and place where you will not be interrupted.

--Do not waste parents' time. Stick to the subject and close at a preset time. A thirty-minute conference is usually adequate.

--End the conference with a summary statement emphasizing the suggestions that were made for the teacher and parents to work on. Set a time when you will re-evaluate the situation.

--Parents usually ask for the teacher's advice because they feel she is an authority. Don't fall into the trap of giving only one suggestion. Parents usually will try what you recommend and then come back and report that it doesn't work. If parents do press for suggestions, always give two or more possibilities, while emphasizing there may be many other ways of handling this problem. Say, "I can tell you what some parents have found helpful."

Dorothy Hewes and Barbara Hartman in Early Childhood Education: A Workbook for Administrators (R and E Research Associates, Palo Alto, CA) recommend the following technique, developed by Rogerian psychologists, for dealing with hostile parents who let loose criticisms in a parent conference:

"Rather than denying or trying to explain the criticisms away, the method of 'active listening' is to repeat the feeling of the accusation back to the person who is upset. It is necessary to put yourself into the position of the other person, to be able to feel as they do and to see the world as they are now seeing it. Very briefly, it might be stated that you are accepting the feeling of the parent, without a judgement of whether they are right or wrong, and are reflecting these feelings back to them in a way that lets them know that you understand wht it is all about. Frequently, they are able to solve the problem by themselves. You part friends, and the usual conclusion to a well-handled conference of this sort, if you have listened well, is that THEY thank YOU for working things out."

When You Need A Few Good Volunteers...

A supervisor of daycare volunteers offers suggestions on their recruitment, training, supervision, and evaluation.

By Gael McGinness

More daycare centers are interested these days in making use of volunteers. Advantages in doing so can be imagined easily: providing children with enriching contacts with more adults, alleviating budget strain, offering overworked staff a helping hand, and allowing the work of the center to become better known in the community.

There are two disadvantages of involving volunteers in the daycare program. First, considerable staff time is required to recruit, interview, orient, and train new volunteers, and to supervise, schedule, and support them once they are involved in the program. Second, the program will feel some effects from the fairly rapid turnover and limited number of weekly hours of service to be expected when a worker receives no salary.

Some agencies have attracted dedicated volunteers who work several hours a day and remain for several years. Nationally, however, the average length of stay for a volunteer is six months. In addition, many volunteers work at paying jobs at the same time they are offering their services to the daycare center. The implication of this for center staff is that recruitment and training of new volunteers will have to be an ongoing effort, or one that takes place at least quarterly.

Weighing the costs and benefits of volunteers for any particular agency is a complicated and a highly individual matter, since it depends so much upon conditions and motivations unique to each center. However, it may be useful for agencies to consider some of the processes by which the Frank Porter Graham Center has developed its volunteer program during the past year.

Publicity and Recruiting

Training sessions are held four times a year. Two to four weeks before each session, public service announcements are mailed to local radio and television stations. Brightly colored flyers are posted on supermarket bulletin boards, kiosks, banks, restaurants, churches, schools, colleges, and community centers. Information on the flyers includes the FPG name, phone number, and a few requirements for volunteers.

Some papers will run ads as community service announcements without charge. But volunteers seem to respond more frequently to ads run in the "help wanted" sections, which do require payment. Newspapers or broadcast journalists will occasionally do human interest stories about volunteer programs. We have also found that current and former volunteers who have enjoyed their experience are of great help in recruiting new people.

Interviewing

It is important to schedule an interview as if the applicant were applying for a job. Interviewing applicants in a group can be just as effective and less time consuming than scheduling individual appointments. The interviewer explains what the center requires of volunteers, learns about their interests, skills, and available working times, and decides with each one whether or not the center's needs and the volunteer's needs match.

Because particular abilities can be known and used at the outset, the interview can promote satisfaction and prevent disappointment. The interview is also the time for learning about the applicants' motives for volunteering. Do they want the experience to prepare for a college program in early childhood

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Gael McGinness is a research associate who supervises the FPG Center's volunteer program.

A LIFT Threesome — Gael McGinness (right) conducts some of her training in the "treehouses" used in FPG's LIFT program. Here she's playing a matching game with volunteer Ava Villines and preschooler Santonio Tinnen.

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education? After testing daycare teaching as a career option and gaining skills, do they want a good recommendation and help in seeking employment?

When volunteers have such practical motives, the agency director can make plans to help them reach their goals. For example, accurate records might be kept of a volunteer's attendance and work performance for the purpose of writing a detailed reference letter.

Other applicants might be looking for a social outlet with low stress and responsibility. Some may wish to learn about specific parenting skills. Discussing motives in the initial interview communicates to the volunteer that the center is concerned about his or her personal goals and prefers to plan for anticipated needs rather than allow them to emerge unexpectedly.

Training

Because FPG engages volunteers to tutor children, it provides a substantial amount of training. To assess how much training is needed, the interviewer presents sample "problems" encountered with children, and asks the applicant how he or she might handle each situation. Volunteer responses indicate their skill levels. Based on this information, the size of the training team is increased or decreased, and the content of the sessions is adapted to suit individuals' interests and needs.

The training design involves four evening sessions. The first session includes a general orientation to the daycare center, with a few videotape clips of actual tutoring sessions, exercises to introduce the volunteers to each other and build group trust and cohesion, and mini-lectures and demonstrations about how to build a positive relationship with a child. Refreshments are served, and there is time to talk informally, ask questions, and air satisfactions and concerns. The remaining sessions teach more skills in managing children's behavior.

An activity box with guide sheet and materials is provided for each learning task. Therefore, teaching and tutoring skills are only lightly covered in the first four trainings. Later, elements of teaching particular skills to children become the major focus of training. As volunteers observe teachers and other experienced volunteers in sessions with children, they gradually take over more and more of the sessions themselves. Eventually they conduct sessions alone.

As volunteers do become independent, further supervision involves reviewing their progress notes on a child, offering specific comments or suggestions, watching them work with children, and assisting with sessions as needed. Once a month, and more often if necessary, a supervision conference is scheduled with each volunteer to elicit concerns, problems, and suggestions for the conduct of the program.

Although FPG's program is more heavily supervised than would be practical for many centers, it is probably realistic for agencies employing untrained tutors to count on fairly active training and supervision for at least the first month of a new volunteer's work.

Reward System

Since volunteers are not paid, an agency will be challenged to meet the needs of volunteers in other ways so that attendance, work performance, and group cohesion remain high.

Some things an agency can dispense, such as letters of recommendation, are valuable aids to study or employment elsewhere; the prospect of such rewards can motivate a sustained period of service. Most rewards, such as certificates of appreciation, special recognition for accomplishments, encouraging comments on progress notes, and spoken praise, must be of intangible value. Opportunities to attend advanced training on child-related topics, or social occasions — pot luck suppers, brown bag or salad bar lunches, and training group reunions — may motivate some volunteers.

Staffing and Scheduling Needs

The acceptance of a volunteer program by paid staff depends heavily on whether or not the volunteers are punctual and reliable. Many volunteers will be absent or late occasionally; last-minute scheduling surprises are simply a fact of life that a volunteer supervisor must accept.

Methods to cope with these situations include placing one volunteer on schedule as a "floater" to fill in for absentees, alerting staff to expect fewer

(continued on p. 8)

If You'd Like a Donation, Raise Your Hand—Preschooler Elizabeth Passmore shows that she hears a tone generated by new audiology equipment donated to FPG by three civic groups. Looking on are Dr. Isaac Reynolds (Meridian Sertomas), Alan Senter (Carrboro Lions), and David Jones (Tar Heel Sertomas).

Home Daycare

(continued from p. 3)

"We also include some information about ourselves: for instance, if we have children of our own and something about our professional experiences and interests. In addition, we briefly explain that FPG conducts research, has its own daycare program, and that transmitting information to parents and schools is part of its mission."

The quizzes and assignments in the study guide are not graded, but instructors return them to the caregivers with responses and suggestions. Although students earn no course credits, they receive a certificate upon completing the course.

The Homebased Program is one of many facets of early childhood curriculum development at FPG. Under Dr. Harms' direction, the curriculum development staff has trained teachers in communication skills, produced materials for child care and nutrition education, and published a scale to measure early childhood school and daycare environments (see the inset on page 3).

Harms said the Independent Study Course is available now only in North Carolina. "However, we are working on making the packets more generic," she said. "We would welcome inquiries from people outside the state." ❑

Editor's Note — For information on how to take stock of preschool facilities, furnishings, equipment, and programs, consult the following publications:

Bailey, D. B., Clifford, R. M., & Harms, T. Comparison of preschool environments for handicapped and nonhandicapped children. Topics in Early Childhood Special Education, *1982, 2, 2-20.*

Harms, T., & Clifford, R. M. The early childhood environment rating scale. *New York: Teachers College Press, 1980.*

Harms, T., & Clifford, R. M. Assessing preschool environments with the Early Childhood Environment Rating Scale. Studies in Educational Evaluation, *in press.*

Harms, T., Clifford, R. M., & Padan-Belkin, E. Day care home environment rating scale. *Chapel Hill, NC: UNC, Frank Porter Graham Child Development Center, 1982.*

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Volunteers

(continued from p. 7)

staff on days near weekends and holidays, and asking volunteers to find their own replacements if they must cancel on short notice. Working cooperatively, a staff can turn such issues into problem-solving challenges to be met. Overall, the effort involved in working out problems is more than balanced by the benefits gained from having volunteers.

Evaluation

Evaluating a volunteer program can be helpful, especially if it is directed to individual volunteers' performance, effects of training, and the program benefits, as well as volunteers' evaluation of their own experiences. Gathering information about what volunteers liked, what helped them grow professionally, and what helped them feel valued makes clear the agency's wish to know how best to recognize their work, and how to make their experience more rewarding. Questionnaires, informal discussions at meetings, and suggestion boxes can be used to gather evaluation data. ❑

Editor's Note — Daycare professionals may call (919) 966-4121 and ask for a member of the volunteer program staff, who will be glad to answer questions and offer suggestions about how to start a volunteer program.

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Check-list for Volunteer Readiness

Is the Classroom Ready?

1. Is there a smooth routine and time schedule which can be easily followed by teacher, children, and volunteers?
2. Are shelves and materials labeled clearly?
3. Are guide cards used to direct specific activities?
4. Are activity boxes prepared ahead of time, including directions and all necessary materials needed to conduct the activity?
5. Are there clearly understood behavioral limits for children? (rules, charts, orientation sheets help)
6. Is there a variety of activities (noisy/quiet, large/small groups, tightly structured/free play, etc.) which volunteers may select to work with, depending on personality and ability?
7. Do children independently use a functional system for rotating through centers? (e.g., waiting lists)
8. Is there a limitation on the number of children permitted to work in an area?
9. Are there a variety of jobs for volunteers? (working with children, home work, gathering materials, clerical work, preparation of materials, etc.)

Is the Teacher Ready?

1. Does the teacher recognize that volunteering should be an educational experience for parents?
2. Can the teacher explain the rationale supporting all that happens in the classroom -- can she answer questions from inquiring and sometimes critical parents?
3. Has the teacher planned to involve volunteers according to their abilities, available time, interests?
4. Is the teacher ready to back up (support) volunteers -- a lot at first, and continue to do so if necessary?
5. Has the teacher thought of meaningful, realistic ways to use volunteers which will lead to the education of both volunteer and children?
6. Can the teacher be a competent model of adult-child interaction? adult-adult interaction?

Reprinted with permission from Debby Cryer and Thelma Harms, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

7. Is the teacher willing to do extra preparation which will provide volunteers with meaningful experiences? (provide orientation, set up activities, etc.)

8. Is the teacher ready to consider suggestions from volunteers in an open, receptive manner?

9. Is the teacher willing to give feedback to a volunteer -- show appreciation for work done, suggest alternative methods of dealing with children or activity?

10. Is the teacher willing to give up classroom privacy to attain benefits of volunteers?

11. Is the teacher able to keep his/her personal opinions about the child's parents separate from the interactions with and judgements about the child?

Are the Children Ready?

1. Do the children understand that volunteers are teachers during the time they spend in the classroom?

2. Will they accept assistance from a volunteer as they would a regular teacher?

3. Does the child understand that his/her parent is there to teach all children, not just to be his "playmate" ?

4. Is each volunteer introduced by name to the children?

5. Are the children told what the volunteer will be doing that day?

Is the Volunteer Ready?

1. Has the volunteer had a general orientation to the classroom? (e.g., time schedule, behavior expected of children, method of rotating centers, approach to education)

2. Does the volunteer know the general rules for volunteering? (e.g., may younger children be brought along to the classroom or not, is clean-up of area expected?)

3. Does the volunteer know whom to call if he/she can't come to school as planned?

4. Has the volunteer had an opportunity to select a job he/she wants to do?

5. Does the volunteer know the exact requirements of the area or activity he/she is responsible for?

6. Does the volunteer feel free to give the teacher feedback, change role, discontinue if desired, without reprecussions?

Is the Administration Ready?

1. Do the administrators recognize the educational benefits to children/ parents/ community of having volunteers in the school?
2. Do they accept the use of volunteers in meaningful classroom experiences, including involvement in educational instruction?
3. Are they willing and able to answer questions asked by volunteers?
4. Are they supportive of teachers who involve volunteers?
5. Do they recognize and show appreciation to volunteers?
6. Is there an administrative role assigned to the volunteer program? (e.g., coordinator of volunteer program, etc.)

UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

2. Type of course offering

______a. Continuing education course

______b. Curriculum course (specify curriculum)______________________
____

______c. Workshop

______d. Other (please explain)______________________________
____

3. How many instructional hours (hours in class) did it take to present unit?____

4. Please comment on the following components of the course.
   a. Job Tasks -
      Are they accurate, realistic and clearly stated?______________
      ____
      Would you add or delete any?______Which ones?______________
      ____

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated? ____________

Did you use them? ____________

Would you add or delete any? ____ Which ones? ____________

c. Knowledge/Skills -
Is the content accurate and clearly stated? ____________

d. Suggested Methods -
Did you use these teaching methods? ____________

Were they successful? ____________
List other methods that you used that were successful ____________

e. Materials -
Were the handouts and resources suggested useful? ____________

Was there enough supplementary material given? ____________

5. What type of agency or institution offered this course?

____ a. Community/Technical college
____ b. Other (please specify) ____________

6. Other comments and suggestions. ____________

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

UNIT EIGHT: ENROLLMENT

Job Tasks:	Page	Handouts
I. Recruit students	8.2	8A
II. Determine group size and space	8.6	
III. Enroll students	8.8	8B, 8C
IV. Orient child to center	8.11	
V. Orient parents to center	8.12	8D

Instructional Performance Objectives:

Can list methods of advertising for recruitment of students
Can write copy for advertisement
Can prepare information to be used when answering inquiries about enrollment
Can list and explain types of forms and/or information needed in enrolling students
Can prepare format for intake interview of parents
Can prepare outline for parent handbook
Can develop a plan for orienting students
Can determine the best and most cost effective use of space when given a specific floor plan and summary of licensing regulations.

Knowledge/Skills	Suggested Methods	Materials
The process of enrolling students begins with extensive planning and detailed decision making long before the first parent and child enter the center door. The measure of success of that planning and early work may be seen in the match between the child care philosophies of the families that choose to enroll their children and those goals and objectives adopted by the center. A successful enrollment match might include parents working with teachers who have similar perspectives on child-rearing or parents enrolling their child in a center that is dedicated to mainstreaming because they want their normal child to be in contact with handicapped children.	Enrollment as a process is frequently considered to be "signing children up." An introductory discussion with the class could introduce enrollment as a process that begins with public relations and culminates as the child is assimilated into the center. A large group discussion focusing on the parts of this process would be one way to begin the class. OR Ask various class members to define the enrollment procedure, or to describe their own experience with enrollment. Use this as a take-off to discuss the process of enrollment.	
The various aspects of center planning that relate to and culminate in enrolling students include public relations (advertising, contact with prospective clients through mail, telephone or in person), determining the number and age of children needed for enrollment, developing or choosing enrollment forms, preparing for interviews with parents, planning a parent handbook, and developing a plan for orienting new students to the center.	From these discussions, you may want to use a chart to list the components of enrollment that become part of the process.	Chart paper, magic markers, chart stand or tape
Many of these items lead to enrollment and must be discussed and decided on before the parent is contacted.		
I. RECRUIT STUDENTS		
Decisions on public relations to recruit students include methods, cost and	Collect an assortment of enrollment advertisements or ask	Provide examples of advertisements.

Knowledge/Skills	Suggested Methods	Materials
content of advertising. Use of the telephone should also be considered a part of center advertising and public relations since telephone interaction is the first contact that many people have with the child care center. A. Methods of advertising Advertising could include brochures, fliers, newspapers and radio ads, public bulletin boards, open house, listings with information and referral services, and public announcements at gatherings such as church or community meetings. Choosing appropriate methods(s) of advertising may be determined by some of the following.	students to bring in recent ones that they have seen. In a large group discussion, use these examples to introduce public relations. 1. What is the purpose of this ad? 2. Could the message have been presented differently, better or worse? 3. Would another medium have been more effective? 4. How would you as a parent respond to this ad?	
1. Do the parents you are trying to reach read the newspaper, tend to live in a small area where fliers or word of mouth may be effective?	During this discussion try to elicit the key points of public relations: methods of advertising, cost and content.	
2. Are parents likely to attend church or public meetings where an annoucement would be heard? 3. Are the parents you are trying to reach willing or able to read a brochure? Is a brief flier giving specific yet concise information with a phone number better?	Divide the class into thirds for debate of the value of the 3 points: method, cost and content. Allow time (about 20-30 minutes) for each group to think through the value of their topic before they present it for 5-7 minutes each. At the end of the 3 presentations, have everyone vote a secret ballot for one.	Provide raw materials that may be useful to the groups during their debate: chart paper, magic markers, tape, chalk.

Knowledge/Skills

B. Cost of advertising

The cost should fit into your prepared budget. Consider the importance of the impression that first contacts (whether brochure, radio or flier) make. The decision may be that a little extra money (for a color picture, a professionally chosen logo or a printed brochure) may be money wisely spent and may serve your center well in the long run.

C. Content of the advertisement

The content should be complete enough to answer a parent's initial questions, yet enticing enough to cause a parent to want to call or come by for a visit. Items that change, such as fees and calendar, may be added to an insert rather than printed in the body of a brochure. A radio spot may cover the essential information ending with a telephone number to call for further information. Essential information is usually

1. Name, address and phone number;
2. Description of the program;
3. Sponsorship of the program and who to contact;
4. Statement of philosophy;

Suggested Methods

As the leader, it is important for you to fill in any pertinent information left out during the presentations. Conclude the class with a discussion on how the 3 are each essential ingredients - each to be considered by anyone interested in advertising, but the weight and order of the decision making will vary from center to center.

Materials

Knowledge/Skills	Suggested Methods	Materials
5. Enrollment procedures and information about children served (aged, handicapped, etc.);		
6. Type of licenses; and		
7. Staff qualifications.		
D. The telephone		
Answering telephone inquiries may be considered a public relations/advertising tool. A staff member or director armed with appropriate telephone manners and complete information on the center will be able to answer questions from parents and may be able to turn casual inquiries into requests for information or even initial enrollment interviews.	As an assignment, students could be asked to prepare responses to 5 - 10 questions that they think are most frequently asked by parents when they call a center for information. OR Ask students to pair up and role play good/poor examples of using the telephone as a public relation tool.	HANDOUT 8A: Ma Bell and Child Care: Handling Telephone Inquiries
The person who answers the center telephone should be made aware of the importance of that initial contact with prospective client families. This person should be kept up-to-date on the following center information.	OR	
1. Telephone manners	In a large group discussion, ask what information should be readily available to the person assigned telephone duty.	
2. Center philosophy: goals and objectives		

Knowledge/Skills	Suggested Methods	Materials
3. Number of teachers and their qualifications		
4. Group size		
5. Vacancies in enrollment		
6. Tuition and payment policies		
7. Center visitation/open house schedule		
8. A list of printed materials available to parents, i.e., center brochure, application and other forms, current school calendar		
9. Pencil and paper to record inquirer's address or requests for information not readily available	Have students develop a form to record telephone inquiries.	
II. DETERMINE GROUP SIZE AND SPACE		
Group size and space available are decisions that must be made before actual enrollment or interviewing begins. It is important to give parents a realistic expectation of the size of each age group, the space available to that group, and the likelihood of their child being accepted or being placed on a waiting list.	Request that a guest speaker (licensing consultant, day care specialist) come speak to the class about group size and use of available space. OR	Chart paper, magic markers or whatever is requested by guest speaker.

Knowledge/Skills

The following factors that must be taken into consideration in making group size and space decisions

A. The size of age group and space required by the licensing or certification agency that regulates the center

(Licensing consultants are available to interpret these regulations if there are questions.)

B. The size or amount of space available in the particular center

It may be that in some centers room size was determined for other reasons (i.e., Sunday School or civic meetings) and may or may not be readily divided for large or small groups of children. In these cases, the consideration of the center staff should focus on what is most efficient for that center and the particular age group while not exceeding licensing/certification standards.

C. The children who will comprise the group

If a center is interested in mainstreaming handicapped children, a decision may be made to opt for a smaller group size to encourage staff/

Suggested Methods

As an individual or small group exercise, have the room measured and figured in square feet. Then have each person or group draw up a plan for use of the space according to a given number of children with specified ages. Oral presentations of these projects may be interesting and worthwhile for the whole class. Refer to Unit 2, Physical Facilities, pp. 2.5 and 2.6.

Problem for students: given (1) a room for 3 year olds that will accommodate 19 children and (2) a staff child ratio of 1:15, decide if it is cost effective to employ an additional staff person.

Materials

Tape measures, an example of a floor plan for students who have never seen one, licensing regulations for space and age requirements

Knowledge/Skills	Suggested Methods	Materials
child and child/child interaction or for a large space for wheelchair maneuverability.		
III. ENROLL STUDENTS The actual enrollment process includes completing needed admission and information forms, intake procedures and orienting students to the center. Providing a parent handbook to families gives them an information tool to facilitate the adjustment of their child and clarifies mutual expectations of center staff and parents.		
A. Admission and information forms These forms are the most typical forms used to collect the facts that most center staff feel they need. Other forms include child health record, personal questionnaire for parents, home visit/parent contact report, permission form, and emergency information record.		HANDOUT 8B: Admission and Information Forms. A packet of forms is provided here as examples. These are alternative forms to the ones discussed in Unit 1, Operational Planning, pp. 1.13-1.16.
These forms have been mentioned in greater detail in Unit One: Operational Planning, pp. 1.13-1.16. . Alternative examples of these form are included as handouts for this unit. It might be necessary for a center to develop their own forms. However, all areas covered on the required form		HANDOUT 8C: Director's Checklist for File Completion - Child

Knowledge/Skills	Suggested Methods	Materials
provided by the Office of Child Day Care Licensing must be included on any form.		
It is important to mention the issue of confidentialty. Information in a child's record may not be released to anyone without parental consent. Parents, on the other hand, are always allowed access to their child's record. All staff members should be alerted to these facts as it may have a direct impact on what is written in a child's folder and how that folder is handled.	Discuss in a large group the issue of confidentialty. 1. Why is it important? 2. Who is protected? 3. What are the legal repercussions of ignoring the right of confidentialty? (See Unit 4, Legal, p. 4.26.)	
B. Intake procedures 1. The intitial interview is frequently the first contact between center personnel and the family. For this reason, the tone that is set is important as it will influence other interactions between the two. In addition to this, several things should be considered. a. Principles of proper and complete interviewing should be followed (Unit 6, Staff, pp. 6.7 and 6.8). b. The child's future teacher should be involved as much as possible to facilitate a smooth transition.	A series of role playing exercises could be used to demonstrate and practice the entire intake procedure. Class members should alternate between being parent or teacher and should role play both the initial interview and also the home visit. Different types of parents should be portrayed, e.g., parents who know exactly what they want in child care, parents who know nothing about child care, parents who are concerned about the care their children receive and those who only want babysitting. Several types of teachers or directors should be portrayed, e.g., the experienced staff	Refer to HANDOUT 6C: Selection Interviews: Avoiding the Pitfalls While this article is specifically targeted for staff selection, many of the ideas and techniques are useful for interviewing in general.

Knowledge/Skills	Suggested Methods	Materials
c. The interview should occur at the parent's convenience. d. The forms that parents are expected to fill out should be reviewed with parents for purpose of clarity.	member, the inexperienced teacher.	
2. Visits to the center and home may be the next step in the intake process. a. The initial center visit allows both parent and child to tour the center and spend some time (usually less then an hour) in the child's future group setting. This visit would allow the child to come to the center knowing at least one key individual, the teacher.		
b. Home visits by center representatives may provide another opportunity for informal contact between the family and center personnel. Written reports of this home visit are usually kept in the child's folder. It is important that staff members remember that parents have access to this folder when the home visit is written up and evaluated.	In a large group discussion, ask students to help you list what can be learned from a home visit and how this information can be used to help a child adjust to a center.	Chart paper, magic markers

Knowledge/Skills	Suggested Methods	Materials
IV. ORIENT CHILD TO CENTER		
The process of actually orienting a child to a center varies with the different philosophies of centers. Many centers allow the child and adult (either parent or another supportive person if the parent is working) to come to the center for decreasing amounts of time until the child is comfortable and the adult can leave as the child is dropped off. Other centers encourage the child to be left in the care of experienced staff for assimilation into the program. Either of these options or the countless number of compromise choices between the two need to be discussed until both family and director are satisfied that the child's needs are best being met. Issues to be considered include: Do parents stay for orientation? Does the center have a "separation anxiety" policy? Who is the contact person at the center for the child and family? How are working parents notified and involved in child's orientation? What is the teacher's attitude about separation anxiety? Can the teacher handle a child crying for several days?	Discuss the different approaches to orientation. Ask several current directors (or perhaps directors who are class members) to talk with your class about how they handle orienting children. You may want to ask several parents to discuss this from their perspective. The central issue may be how to help a child get adjusted when the parent needs to be at work during the same period. Record pros and cons on board or chart paper.	Chart paper, markers, chalk

Knowledge/Skills | Suggested Methods | Materials

V. ORIENT PARENTS TO CENTER

Orienting parents is just as important as orienting children. It is the parent who will help the child adjust to the center lifestyle, whether the parent is present during orientation or not. Bedtime stories and early morning discussions by parents do much to calm children's fears and adjust their daily attitudes. If the parent is aware of the center's goals for orientation, these same goals can be encouraged during the child's time at home.

There are several aspects to orienting parents.

A. Intake interview

The intake interview has already been discussed (pp. 8.9 and 8.10). It is important for the parent to feel free to ask questions and clear up any misunderstandings during this time.

B. Tour of center

A tour of the center is valuable to the parent, both to evaluate the center's physical surroundings, and to provide common discussion ground with the child.

Knowledge/Skills	Suggested Methods	Materials
C. Meet staff An opportunity to meet the staff is important. This time can be used to discuss approaches to curriculum materials, attitudes about discipline, feeding or toilet training, and immediate concerns like separation anxiety. It is ideal if, in addition to the center tour, some time is set aside for parent and teacher to discuss these issues. While each of these topics may be covered in the parent handbook, one-to-one discussion between adults is more personal.		
D. Parent handbook A parent handbook should be given to parents at the beginning, then references can be made to information that it contains during the interview or home and/or center visit. The handbook has a two-fold purpose: to reflect the center's philosophies and to provide information to parents on center policies. There are four main considerations in writing a parent handbook.	Members of the class may have developed parent handbooks in the past. They may want to bring them in to be critiqued or a collection of various parent handbooks could be critiqued by the class. If the latter suggestion is followed, be sure to ask permission from the various centers. You may also want to block out the name of the center in order to protect the identity of the center.	HANDOUT 8D: Guidelines for Developing a Parent Handbook

Knowledge/Skills

1. Content - Include pertinent information in an organized manner, perhaps using an index to help parents find what they need. Ask yourself if the content of this handbook answers most of the questions that parents have and meets any special program requirements.
2. Format - It is important to present the information in the handbook in a style that is attractive to parents. Are they more likely to read material written in a question/answer style? Should there be simple line drawings to illustrate various points?
3. Length - Too much detail may discourage parents from reading the contents. On the other hand, a handbook that is too brief may leave many questions unanswered.
4. Style of writing - A style should be used that is brief, simple, and clearly understood.

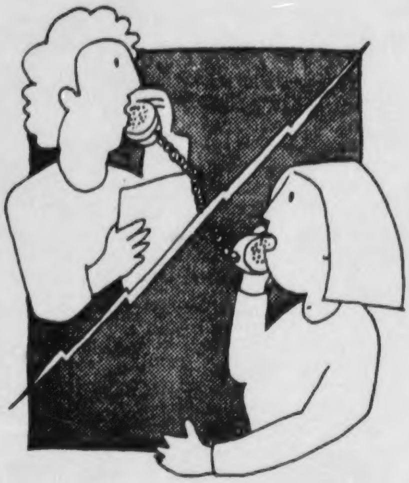
Suggested Methods

Use the four considerations (content, format, length and style) as criteria for evaluating the handbooks. A large group discussion of these criteria may help class members understand what you want them to do if they break into small groups to critique individual handbooks.

OR

Another option would be to use the handout in groups of two. Have one student mention an item from the handout, the partner is to talk for a certain length of time (e.g., 2 minutes) about information that could be included in that section the handbook. After 10-15 minutes, the partners switch roles.

Materials



Ma Bell and Child Care: Handling Telephone Inquiries

When Sue Twombley was searching for a preschool program for her two-year-old son, she experienced anxiety and confusion. In contacting centers initially by telephone, she found herself reacting very emotionally to the way center staff presented themselves and their center. While she was calling one center, a teacher answered the phone and then turned to scream "Shut up!" at the children; she immediately crossed this center off her list. She visualized this teacher screaming at her own child.

That Sue reacted so strongly to the impressions made over the telephone by center staff may be surprising because she herself was a preschool teacher at the time. It is not hard to imagine, therefore, what an emotionally-charged experience telephoning centers must be for parents who are totally unfamiliar with the child care center scene. When the staff person answering the phone is impolite, hostile, bureaucratic, disinterested, or unhelpful, the parent calling may well develop a negative attitude about that center. When the staff person is enthusiastic, friendly and informative, the parent is more likely to give that center serious consideration.

From phone surveys performed around the country by persons posing as parents looking for child care, it is clear that most child care centers are extremely lax in relating to potential consumers over the phone. This is bad news because poor phone performance can seriously undermine a center's ability to maintain full enrollment, since the phone is the initial point of contact with a center by nearly all parents.

There is some good news, however--telephone performance can be dramatically improved with relative ease. The key objective to keep in mind is that you want to make doing business with your center over the telephone a pleasant and productive experience for parents. The following pages will outline a variety of telephone techniques which

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have been utilized with positive results by child care centers throughout the country.

Handling Enrollment Inquiries

The impression parents receive of your center from their initial phone call is determined 50% by what you say and 50% by how you say it (Bury). The "what" portion, or the content, of the message you convey should enable parents to answer these three questions:

--Can this center meet my specific child care needs?

--Can this center offer my child something special?

--When can I see it in person?

In order to convey this content, the staff person answering the phone needs to take an active role in the conversation. According to Richard McCool from Educo, Inc. in Vienna, Virginia, the most serious weakness in the phone performance of child care center personnel is their tendency to play a passive role. When parents call they often are not sure what to ask other than about ages, hours and costs. If the staff person follows the parents' lead and only provides answers to their questions, the content conveyed can be hit or miss. On the other hand, by taking the lead in the conversation the staff person can help parents get all the information they need to make an informed choice.

According to Sue Twombley, who now works for the Child Care Resource Center in Cambridge, Massachusetts, not only will parents not resent staff members taking an active lead during an inquiry, but in most cases they will welcome their doing so.

In leading the phone conversation, think of it as an interview in three parts:

1. Determine Their Needs

Your goal at the outset of a telephone inquiry should be to quickly clarify what type of care parents are in the market for. This will enable you to determine whether or not your center can meet their needs as well as to tailor your comments about your center to their specific situation.

▶ Identify yourself. You can start relieving callers' anxieties immediately by orienting them with a clear introduction such as--"Huggy Bug Preschool, Gwen speaking;" or "Kiddie Kastle, this is the director, Jill, speaking."

▶ Pin down their needs. Ask the age of the inquirer's child or children and the hours and days of care they require. If ages and hours fit into the types of services you provide, draw the parent out a bit on their programmatic interests. It may be difficult for a parent to put into words their hopes and worries for their child. Therefore, Sue Twombley recommends not questioning parents in depth about their expectations of a program. Instead it may be a relief and reassurance to parents to be asked questions about what their child is like, what he enjoys, how he learns, and how the parents hope to see him develop.

2. Explain Your Benefits

Tell parent callers how their children can benefit from attending your program. Identify what is special about your program--what makes it different from all the others.

▶ Be prepared. Richard McCool suggests thinking through in advance the strong points about your center that you would like parents to know when they are considering your center. Keep a list of these points near the phone as a reminder.

The classic example of being unprepared to convey the center's strengths occurred when a child care manager from one center called another posing as a parent and asked--"What do you do with the kids?" After a pause the staff person replied--"Well, at least we don't hit them."

▶Focus on their perspective. In describing your program it is tempting to talk about all the points that are important to you--that the center is the oldest in the state, that the center has a five to one child to staff ratio, that the center is governed by a parent board. Such descriptions may not be meaningful to parents because it may not be clear to them how they translate into specific benefits for their children. Therefore, you should frame the benefits you describe from their perspective: "Your child will receive support in learning to cooperate with others;" or "Your child will have his curiosity stimulated."

▶Lead with your strongest point. Don't provide a 25 minute lecture on all that is interesting about your program. Confine your comments to those which relate to the specific child care needs the parent has identified. Select your strongest benefit for their child and describe it. If the parent is not too responsive, then go on to your next strongest benefit and so on until you hit one that provokes some interest.

▶Don't become defensive or vague about fees. The one question all parents will naturally ask is: "How much does it cost?" Often this is the first question they ask. It is best to be direct and clear about fees. It may be best, however, not to discuss fees until you have had an opportunity to describe your center's benefits. If the parents are excited by your benefits, they may be less likely to react automatically and negatively if your fees are on the high side.

If the parent remarks that your fees are too high, avoid the temptation to counter with an argument--"Our fees are really low when you consider...." This can only lead to disagreement--a disagreement you will seldom resolve and never win. Instead counter their concern with some solutions. Explain how they can qualify for federal income tax credits, social service assistance, center scholarships, or discounts for prepayment. Try to solve the parents' problems rather than adding to their anxiety (Bury).

3. Set an Appointment

It is neither realistic nor reasonable to expect parents to make a decision about enrollment over the phone. Your goal in the phone call should be to get the parent to agree to see the program in action.

▶Take the initiative. Before the call is over (especially just after the parent has reacted positively to a benefit you have described), offer to set an appointment for a visit. You might say, "I'd be happy to answer any question you have about the program over the phone; but to really evaluate our program, I believe you and your child should see it in person."

▶Always offer choices. Don't ask: "Would you like to make an appointment?" Don't give them an easy opportunity to say no. Rather give them two positive choices--"Would you like to come in to visit Tuesday morning or Wednesday morning?" Unless they give you an unequivocal refusal over the first choices, offer some more choices if the first two won't work out.

▶Collect vital information. Record the caller's name, address and phone number. Whether or not the caller agrees to an appointment, you should get this information so that you can send them a brochure about your center and possibly make a follow-up phone call. This is a small but critical point often overlooked. One director posing as a parent called 30 centers in his area and only one center followed up by sending a brochure. If the parent has made an appointment, you should send a reminder of the appointment, and possibly a checklist for the parent on what to look for in observing a center, along with your brochure.

▶Summarize in closing. At the end of the call, review the major points you made and the time of the appointment.

▶Let the parent hang up first. Often a caller will have an afterthought--one more key question or a remembered conflict with the appointment. Make sure you don't lose this by hanging up first (Bury).

This three point structure is not suggested as a canned formula to be used verbatim. Rather, it is described in order to demonstrate the points which should beneficially be covered in a call.

One major variable you will need to decide on is the amount of information you want to convey over the phone. There are two schools of thought here. Sarah and Robert Boschi of Teaching Centers, Inc., in the Milwaukee metropolitan area, encourage their phone answerers never to hurry a caller--to answer questions as long as the parent asks them. Other directors try to keep calls to a set limit such as five minutes. Your position on this may depend upon your comfort in using the phone or upon the availability of staff for covering the phones. It may also depend upon your location. Companies that do a high volume of sales over the phone vary the length and style of their calls in different parts of the country. They find that people in the South and Southwest and in rural areas tend to be more conversational over the phone than people in the North or East or in California.

In any case do not underestimate the information sharing potential of a phone conversation. Studies have shown that complex information can often be more accurately communicated over the telephone than in person. Likewise, people are less likely to be deceived or manipulated over the telephone than in person (Muson). Presumably, without distracting or misleading visual clues, the caller can concentrate more effectively on the content of the message.

Making a Positive Impression

There is much you can do to insure that having telephone conversation with you is a pleasant experience for parents. Even the way you say hello has a big impact on first time callers, reports Sue Twombley. The impression you convey will be influenced not only by what you say but also by the sound of your voice and the personality you communicate.

Enhancing Your Telephone Voice

According to communications consultant Charles Bury, the person with a naturally attractive telephone voice is rare indeed. Most people have careless speech habits; and when we talk on the phone, whatever flaws we have are magnified. But effective speech habits can be cultivated by techniques, recommended by Bury, such as the following:

▶The Whisper Technique. In order to be understood when you whisper, you have to open your mouth wider and move your lips out more. Try whispering so that every letter in every word can be heard clearly across the room. After a minute or so of whispering practice, go back to your normal speech, but retain the movement. This exercise helps you to overcome the tendency to slur and garble your words by failing to open your mouth.

▶Put more bass in your voice. The most pleasant sounds are the low-pitched consonant sounds: y, w, l, r, m, n, ng. To fully utilize these sounds, hold on to the beginning y's and w's and take care not to leave r's and l's out or your words.

▶Avoid nasality. Eliminate the unpleasant nasal sounds of talking through your nose by distinctly enunciating the nasal sounds m, n, and ng.

▶Eliminate vacuum fillers. When we are nervous or inattentive we tend to fill the pauses within and between our sentences with "ahs" and "ers" and "ya knows." Concentrate on speaking in sentences and complete phrases and on being silent when pausing or thinking.

▶Give the caller complete attention. Avoid completing a conversation with a visitor or putting the finishing touches on a letter as you lift the receiver. Don't try to do something else during the call either. Concentrate 100% on the phone conversation.

Communicating Your Personality

People working in child care tend to enjoy working with people and to care about helping families. Parents inquiring about your center don't necessarily know this and will be reassured to find out that it is so. It will be a much more pleasant and rewarding experience for both parties if you allow your natural friendliness and caring to be a part of your telephone personality.

▶Visualize the caller as a friendly person. Start out by assuming the parent calling your center is a warm, considerate and responsible person; and talk as if this is the case. Sarah Boschi recommends conducting yourself over the phone as if you were trying to become a friend to that person. Such an attitude can bring results. Sue Twombley, in her parent role, did notice a difference when directors made a positive effort to develop a relationship during the initial phone inquiry. When she went to observe these centers, she felt like she was going to visit with friends, rather than to check out a strange, impersonal place.

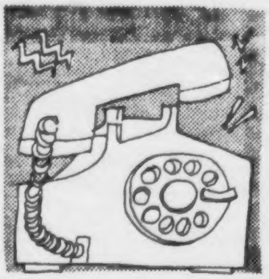
▶Use peoples' names. If a caller doesn't introduce herself, ask for her name at the outset of the call. Then write it down and keep it in view as a reminder. No sound is sweeter than the sound of one's own name. So call her by name from time to time in the call. Every time you do you will have her complete attention for the next eight seconds. When you mention the other person's name, it also helps you to visualize a real person out there (Bury).

▶Show pride in your center. If you've worked hard to make your center a place you are proud of, let your pride show. Even if you have the best center in the city, people will not come to see it if you cannot infuse them with a little excitement about it over the phone. They won't know your center is a special place unless you tell them.

It may be hard, of course, to maintain your enthusiasm when describing your center to the fourth caller of the morning. But it is important that you don't lose interest in what you are doing. If parents perceive that you are not excited about your program, chances are they won't be either. An extreme example of failure to show pride was discovered by a director, posing as a parent, who asked the staff person taking his call what activities they would provide for his child. She replied, "What do you expect? We get paid minimum wage here--this is babysitting."

▶Be courteous. Show respect to the caller. Avoid interruptions, such as making the caller wait while you discuss something with a teacher who just came by. If something comes up that cannot wait, ask the caller's permission to leave the phone. If you're off for more than 30 seconds, offer an apology and an explanation. In situations where no one can take the call, politely explain why and offer to call back at a convenient time. Be sure to get the phone number and a convenient time to call back.

▶Smile over the phone. Sarah Boschi instructs all her phone answerers to smile while they are talking on the phone. As was discussed above, the position of your facial muscles influences how you sound over the phone.



Upgrading Your Center's Phone Performance

Your center's telephone performance can be improved dramatically and easily. As director, you will need to evaluate your center's current phone performance, decide upon some simple phone answering procedures for your center, and train staff on these procedures and on effective telephone techniques. Here are some specific suggestions:

▶ Call yourself up. The most direct approach to evaluate your phone performance is to have a friend, whose voice is unfamiliar to your staff, call up posing as a parent looking for child care. Have him call at different times of the day and then report back to you on how he was treated by staff at your center. If you handle most of the telephone inquiries yourself, record several of your conversations and evaluate yourself. In evaluating yourself or your staff, ask questions such as the following:

--Did the staff person answering the phone identify herself and the center?

--Were the parent's specific needs clarified early in the call?

--Did the staff member outline the benefits the child would receive from attending the center?

--Did the staff person offer to make an appointment for observing the center?

--Did the staff person ask for the caller's name, address and phone number?

--Did the staff person convey a friendly, respectful, caring phone personality?

▶ Develop telephone procedures. Decide for yourself how you would like telephone inquiries to be handled at your center. Decide such points as who should take inquiry calls, how the staff person should take the lead, what benefits should be described, and how the staff person should go about acquiring the caller's address and phone number, and how the staff person should set an appointment.

▶ Set up a tracking system. Give serious consideration to setting up a system for recording information about the nature and outcome of telephone inquiries (See "The Boschi System.") You may want to keep track of the caller's name, address and phone number; who took the call; what age of child and type of care were involved; who referred the parent to your center; if and when an appointment was set; whether the appointment was kept; and whether the parent enrolled the child. By tabulating and comparing this information from month to month, a great deal can be learned. You can compare the effectiveness of different phone answerers in setting appointments, track the improvement (or lack thereof) of the entire staff in setting appointments from month to month, get some idea of patterns of demand (for example, the number of calls for infant care increased while the calls for care for five-year-olds has declined over the past two months), what forms of publicity are most successful, what percentage of appointments result in enrollments.

Some centers even go a step farther. Louis Edelman of Children's Village Centers in Buffalo has his staff members make a follow-up call to every parent who called but did not enroll the child. These calls often result in appointments being made to see the centers. If not, at least information is gathered on what caused the parent to decide against enrolling. Mr. Edelman reviews this information for clues on how his centers could better meet the needs of families.

▶ **Motivating your staff.** According to Children's World's Lewis Shapiro, the key to success in implementing sound telephone procedures is the level of commitment of the staff members who will be taking the calls. If they agree with the objectives of the procedures, they can easily be trained to implement them.

Some staff members will resist the idea of taking an active leadership role in telephone inquiries. Apparently such assertiveness conjures up the image of a slick vacuum cleaner huckster in their minds. Mr. Shapiro finds that staff members' reservations can usually be overcome by pointing out to them that they are not trying to sell people something they don't need or want. If parents take the initiative to make a phone call to the center, they are clearly in the market for child care. The purpose of an organized telephone procedure, therefore, is to most effectively help people meet their needs.

▶ **Designating inquiry handlers.** You may not want every staff member to handle parent inquiries. Inquiries should preferably be taken by staff members who are very familiar with all aspects of your program and who have a good command of the English language. In a center where this was not the case, one staff member replied to a parent's inquiry about the center, "I'm new here. I hardly know nothing."

All staff designated to handle calls should be trained in telephone techniques. All other staff members should be trained in how to courteously answer the phone, transfer calls, and take messages.

▶ **Training staff.** Training can make a difference. Lewis Shapiro has found that staff who are trained in telephone techniques are able to make appointments twice as often as are staff who are untrained. To be effective, however, the training does not need to be extensive. Richard McCool has found that the basic telephone techniques can be communicated in a single two to three hour training session. For the most part, the training simply involves reviewing centers' telephone procedures as well as specific techniques such as those discussed in the two preceding sections. Role playing parent inquiries can be a most effective means of reinforcing these techniques. Once staff members have had an opportunity to try the techniques out for a week or so, it might be helpful to record some of their actual telephone conversations (with their consent, of course). It would be best then to have staff members listen to their own tapes and critique themselves. You should offer suggestions only when they ask for them. Periodically thereafter their calls could be recorded so that they can monitor their progress. Also, it might be helpful from time to time to have staff members share their experiences in staff meetings so that they can give each other feedback on how to handle different situations.

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The Boschi System

Several years ago Robert Boschi became concerned about the productivity of the promotional efforts for Teaching Centers, Inc., day care centers in the Milwaukee metropolitan area operated by himself and his wife, Sarah. He did some investigating and found that it was costing his centers $27 in advertising for every telephone inquiry generated. This demonstrated for him the value of each telephone call and the necessity, therefore, of handling each one with care. To insure that all inquiries were appropriately responded to, Sarah and Bob decided to develop a formal telephone system.

The system they finally developed is a centralized one. Even though they now operate 12 centers, all publicity lists a single phone number in the main office for enrollment information. In this office a staff of three telephone specialists answers all calls. These specialists have been well-trained in all aspects of the centers' programs and policies as well as in telephone techniques.

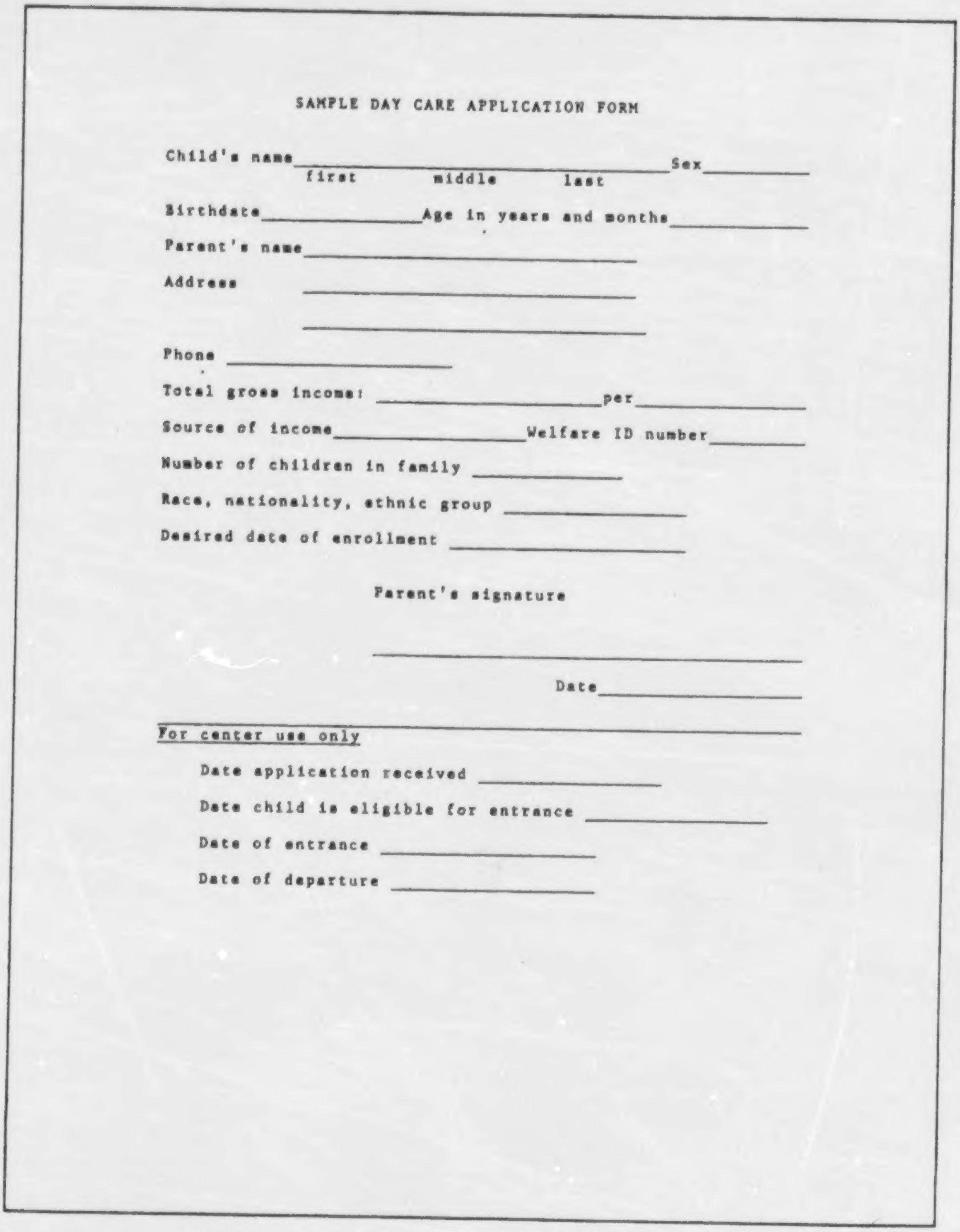
When an inquiry is received, vital information about the call is recorded on a pre-numbered "Inquiry Form." When an appointment is set at one of the centers, a notice of this appointment is sent to the center directors. A brochure and appointment reminder are sent to the parent. Due to the training and experience of the phone specialists, as well as to the incentives offered to them, they often are able to make appointments in three out of every four calls received. After parents visit the centers, the directors complete Center Visit Forms, recording the outcome of the visit, and forward these to the main office.

Follow-up calls are then made to all callers who elected not to enroll children. These follow-up calls have proven to be worthwhile. In cases where parents cancelled their initial appointments, for example, follow-up calls result in about 75% of the appointments being rescheduled. Likewise, some parents who did not set an appointment initially do make one in the follow-up call after having read the centers' brochure and having called other centers. All parents who decide not to enroll are asked for the reasons behind this decision. Information about the results of follow-up calls is then recorded on the original Inquiry Form.

Data about all inquiries is recorded on one master tracking report. This report logs the date, inquiry number, parent and child's names and phone number, center referred to, appointment date, how they heard about Teaching Center, Inc., whether or not the visit was kept, whether or not they enrolled, who handled the visit, date visit reset where appropriate, and reason for not enrolling. From this master report, a weekly inquiry report is prepared which shows the number of calls, the percentage of calls in which appointments were set, and the percentage of visits kept for the previous week and the year to date. Monthly center visit reports are prepared also, showing the number of visits and percentage of enrollments by center.

Individual telephone specialists and center directors are given the statistics on their own performance. This data is then compared for them with their previous reports to see if they are making progress. They are not shown the statistics of other staff members except in the aggregate.

ADMISSION AND INFORMATION FORMS



SAMPLE DAY CARE APPLICATION FORM

Child's name ______________________________ Sex __________
first middle last

Birthdate ______________ Age in years and months ______________

Parent's name ______________________________

Address ______________________________
____

Phone ____________________

Total gross income: ____________________ per ______________

Source of income ______________ Welfare ID number __________

Number of children in family ______________

Race, nationality, ethnic group ______________

Desired date of enrollment ______________

Parent's signature

____

Date ______________

For center use only

Date application received ______________

Date child is eligible for entrance ______________

Date of entrance ______________

Date of departure ______________

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Do not fill in this information

Date application received__________

Date child entered program_________

SAMPLE APPLICATION FORM

Child's name___________________________Birthdate__________

Address____

____________________________Phone________________

Name of parent(s) _____________________________

or guardian(s) ______________________________

Parent's occupation and place of employment

Mother ______________________________

______________________Business phone__________

Father ______________________________

______________________Business phone__________

Number of days per week for enrollment:

3__________(Tues.,Wed.,Thurs.)

5__________(Mon. through Fri.)

Time desired: AM_______? PM________?

Tuition Schedule:	1/2 days/week	Total/semester
	3	$000
	5	$000

A deposit of $00 must accompany this application.*

---

*Deposit not refundable unless the child is refused admission to the program or you withdraw the child within one week after entry into the program.

Fees are payable at the beginning of each semester. An accident insurance policy covering injuries which may be incurred while engaged in Center sponsored activities is included in the tuition fee.

Parent(s) signature

____

____

Date____________________

SAMPLE CHILD HEALTH RECORD

This form must be completed and submitted to the director of the center prior to the child's participation in the center program and yearly, thereafter, throughout the child's period of enrollment.

PARENTS PLEASE COMPLETE THIS TOP SECTION

Name of child____________________Birthdate_________Sex______

Home address______________________________

______________________________Home phone_________

Parent(s) name(s) ______________________________

____

Has your child had the following diseases?

Check ( ) correct column.

DISEASES	YES	NO	DISEASES	YES	NO
Measles			Heart Disease		
German Measles			Rheumatic Fever		
Scarlet Fever			Kidney Disease		
Whooping Cough			Diabetes		
Mumps			Infectious Hepatitis		
Chicken Pox					
Poliomyelitis			Convulsions		
Allergy: Type			Epilepsy		

Indicate by "yes" or "no" if any member of the family has had the following: Sickle Cell Anemia____________

T.B.____________Epilepsy____________Diabetes____________

If "yes", relationship to child:____________________

Parent's Signature:__________________________

Date ____________________

THE FOLLOWING INFORMATION TO BE FILLED IN BY THE PHYSICIAN

IMMUNIZATIONS:

D.P.T.: Toxoid Dates________ __________ __________

Booster Dates________ __________ __________

Polio: Type (check one) - Sabin ( ) Salk ( )

Dates: Dose ________ ________ ________

Booster Dates:________ ________ ________

Measles Vaccine: Yes ( ) No ( ) Date:____________

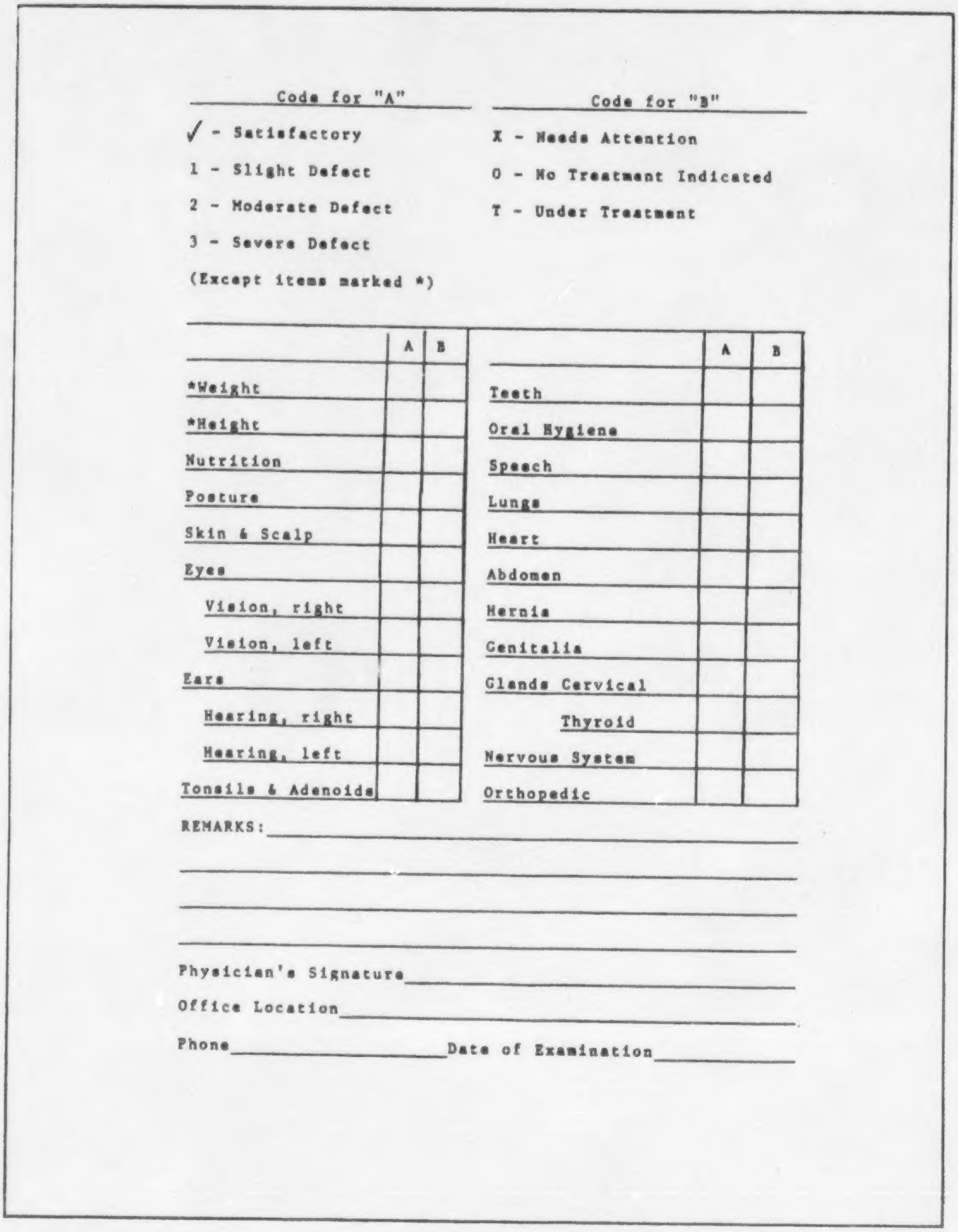
Rubella Vaccine: Yes ( ) No ( ) Date:____________

T.B. Test: Type - Tine ( ) Mantoux ( )

Last Date____________ Pos. ( ) Neg. ( )

MEDICAL EXAMINATION

NOTE: This examination must be completed not more than thirty (30) days prior to admission.



Code for "A"	Code for "B"
✓ - Satisfactory	X - Needs Attention
1 - Slight Defect	0 - No Treatment Indicated
2 - Moderate Defect	T - Under Treatment
3 - Severe Defect	
(Except items marked *)	

	A	B		A	B
*Weight			Teeth		
*Height			Oral Hygiene		
Nutrition			Speech		
Posture			Lungs		
Skin & Scalp			Heart		
Eyes			Abdomen		
Vision, right			Hernia		
Vision, left			Genitalia		
Ears			Glands Cervical		
Hearing, right			Thyroid		
Hearing, left			Nervous System		
Tonsils & Adenoids			Orthopedic		

REMARKS: ____________________

Physician's Signature ____________________

Office Location ____________________

Phone ____________ Date of Examination ____________

Date________________

SAMPLE PERSONAL QUESTIONNAIRE

Child's name_________________________Called____________________

Birthdate____________________Age in years and months__________

Parent (s) name (s)____________________Phone__________________

____________________Phone__________________

Home address______________________________________

____

I. Parents in child's present family

	Father: own, step, foster, adoptive (circle one)	Mother: own, step, foster, adoptive (circle one)
Name: given, maiden, surname.		
Age.		
Education: last grade completed or degrees.		
Birthplace, race, ethnic origin.		
Occupation: Address and phone of place of work.		
Special interests and hobbies.		

Present status of parents in child's present family:

Living together ________________________

Living apart ___________________________

Divorced ______________________________

Has either parent in child's present family been away for long periods? ____________________

How long? __________________ For what reason? __________

____

II. Other children in present family (indicate if step, foster, adopted, etc)

Name	Sex	Age	School and Grade

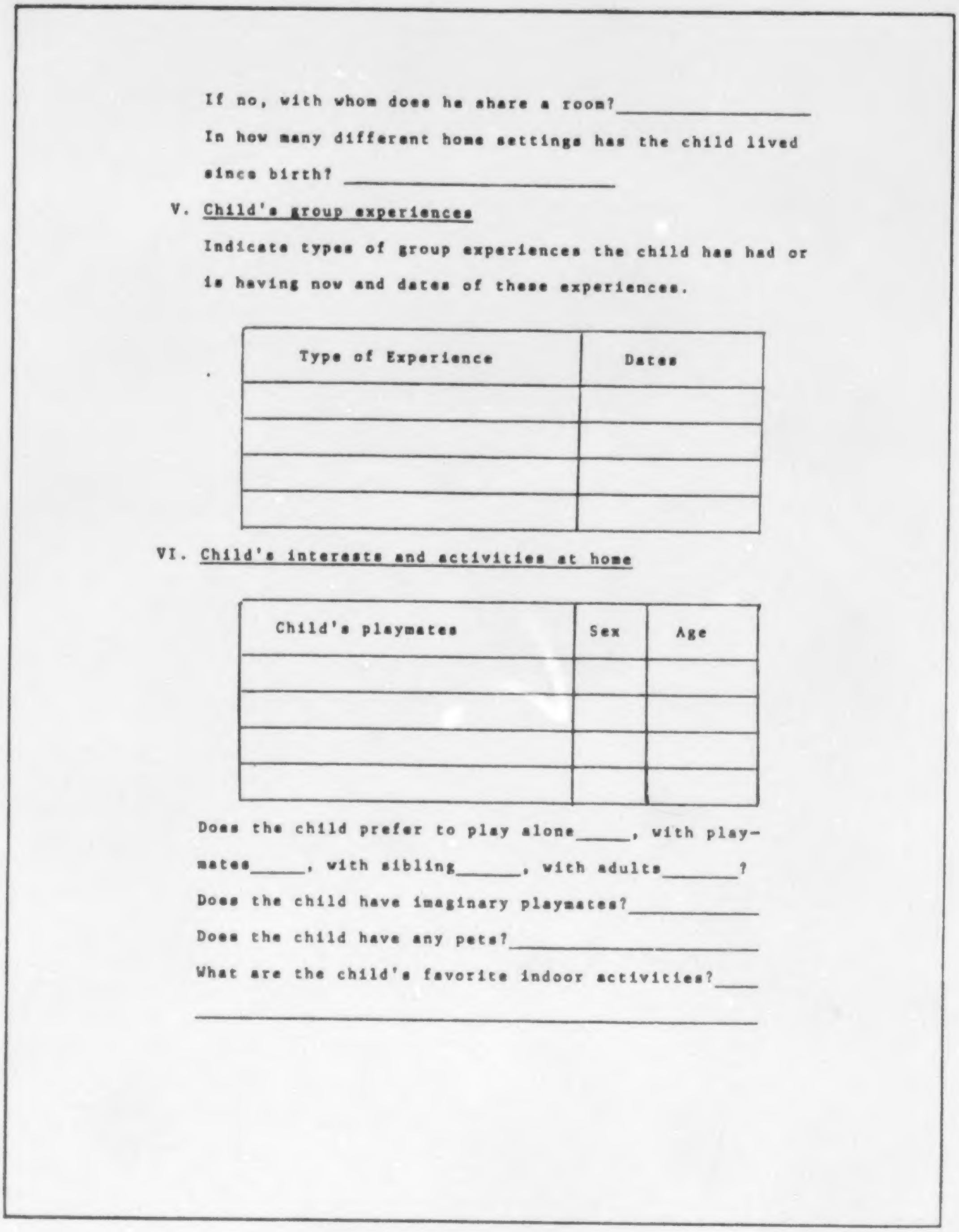
III. Other persons in present household (indicate if relative, household help, boarder, friend, etc.)

Name	Sex	Age	Amount of time and nature of contact with child

IV. Child's home setting

Apartment or house? ______________ Number of rooms? ____

Does child have his own room? ____________



If no, with whom does he share a room?________________

In how many different home settings has the child lived since birth? ______________________

V. Child's group experiences

Indicate types of group experiences the child has had or is having now and dates of these experiences.

Type of Experience	Dates

VI. Child's interests and activities at home

Child's playmates	Sex	Age

Does the child prefer to play alone_____, with playmates_____, with sibling______, with adults_______?

Does the child have imaginary playmates?____________

Does the child have any pets?____________________

What are the child's favorite indoor activities?____

____

What are the child's favorite outdoor activities?_______

____

List the child's favorite toys, play equipment, and books.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

List the TV programs the child watches.

____

____

____

____

VII. Child and routines

Would you classify the child as a good_______average_____ poor_____eater?

For which meal is the child most hungry?_________________

Does the child feed himself entirely?_____Wait to be fed? _____Does the child nap during the day?____When?_________

Can the child decide when he needs to go to the bathroom or does he need a reminder?_______________________________

Child's terminology for urination_______defecation______?

VII. Guidance and behavior

Would you judge your child to be easily managed_________, fairly easily managed_______, difficult to manage_______?

Are there any special circumstances in the family which may be a factor in your child's present behavior (divorce, death, new baby, recent move, hospitalization, etc.)? Explain please ____________________________________

____

What concerns do you have about your child's present behaviors?______________________________________

____

What are you doing about those concerns?______________

____

In what ways would you like to see your child develop during this next year in our program?________________

____

____

Please add any additional comments which you feel will help us know your child better. Thank you very much for your help.

____
Signature of person(s) filling out this form.

SAMPLE HOME VISIT/PARENT CONTACT REPORT

Center____________________

Type of Program________________

1. Name of Interviewer_______________Title__________
2. Child's Name____________________________
3. Parent or Guardian________________________
4. Address________________________________
5. Date and Time of Visit or Meeting________________
6. Purpose of Visit or Meeting____________________
7. Specific Action Taken as Result of Visit or Meeting
8. Observations and Comments____________________

SAMPLE PERMISSION FORM

Child's Name ______________________________

I give permission for my child to participate in center sponsored field trips and excursions.

Yes No (Please circle one)

I give permission for my child to participate in vision and hearing screening which has been approved by the center director.

Yes No (Please circle one)

I give permission for my child to be photographed or videotaped during the time s(he) is involved in the center program. The permission is granted based on the assumption that there will be no commercial use of the photographs without further written consent.

Yes No (Please circle one)

I give permission for my child to participate in research which has been approved by the center director. I understand that individual results will be confidential. I will discuss the research with the center staff if I desire more information.

Yes No (Please circle one)

____
Parent's Signature

Date ____________________

EMERGENCY INFORMATION RECORD

Child's Name ______________________________

Mother's Name ____________________ Phone (Home) __________

Business __________

Father's Name ____________________ Phone (Home) __________

Business __________

Address ____

____

Name of Person(s) to Contact if Parents are Unavailable

Address ____________________ Phone __________

____

Name of Physician or Clinic

Address ____________________ Phone __________

____

Name of Hospital Where Child Should be Taken

In the event no one can be reached, I give permission for my child to receive necessary emergency treatment.

Yes No (Please circle one)

____

Signature of Parent

Date ______________

HANDOUT 3C

DIRECTOR'S CHECKLIST FOR FILE COMPLETION – CHILD

NAME	Application Form	Health Evaluation	Health History	Emergency Information	Permission Form	Financial Agreement	Registration Fee

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GUIDELINES FOR THE CONTENT OF A PARENT HANDBOOK

1. Names of center staff members and information about when and how to reach them
2. Brief statement of the program philosophy
3. Outline of the daily program and an explanation of how it fits the program philosophy
4. Fees and arrangements for payment, including details about reimbursement posibilities and credit for absences
5. Car-pool and/or transportation arrangements (if transportation is not provided, indicate that fact and state what information you need to have about the family's transportation arrangements for the child)
6. Expected arrival and pick-up times and procedures
7. Center policy on health and safety precautions to be taken by the family and the center staff to ensure the health and safety of children (state your policy about children bringing medication to the center, children coming to the center when symptoms of illness are apparent and cover the procedures used by the center staff when a child becomes ill at the center, and so on)
8. Sample menus for snack and/or meals and any expectations the staff may have about eating
9. Service the center staff will offer to children and families, such as opportunities for having conferences, special medical or psychological services or referrals, discussion groups, group meetings, and so on
10. Requests for help from parents, whether it be for time spent in the classroom, help on field trips, clerical help, making materials for the classroom, and so on
11. Suggested appropriate dress code for children so that they can participate fully in the center program (include ideas about the washability and warmth of the clothing, as well as its suitability for climbing and romping)

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12. Summary of scheduled events at the center and what families may do at the center to celebrate holidays and birthdays, making the policies in this regard reflect the program philosophy (include what to send, what to expect the child to bring home, which holidays will be celebrated, and so on)

13. Expectations about the child's use of transition objects while getting adjusted to the center and policies about bringing other items from home, making clear how these policies are developed to meet the needs of children and to reflect the program philosophy

UNIT/COURSE EVALUATION

To the Instructor: Please complete this evaluation and mail it to the address given at the end of the form after you have taught this unit. This evaluation will be used for course revision and for planning development of future instructional material. If you taught more than one unit in a course, complete only one evaluation form for all units.

1. Unit(s) offered in your course

NUMBER	TITLE

2. Type of course offering

______a. Continuing education course

______b. Curriculum course (specify curriculum)______________________

______c. Workshop

______d. Other (please explain)______________________

3. How many instructional hours (hours in class) did it take to present unit?______________________

4. Please comment on the following components of the course.
   a. Job Tasks -
   Are they accurate, realistic and clearly stated?______________
   Would you add or delete any?_____ Which ones?______________

b. Instructional performance objectives -
Are they accurate, realistic, and clearly stated?______________

Did you use them?______________

Would you add or delete any?_____ Which ones?______________

c. Knowledge/Skills -
Is the content accurate and clearly stated?______________

d. Suggested Methods -
Did you use these teaching methods?______________

Were they successful?______________
List other methods that you used that were successful______________

e. Materials -
Were the handouts and resources suggested useful?______________

Was there enough supplementary material given?______________

5. What type of agency or institution offered this course?

_____ a. Community/Technical college
_____ b. Other (please specify)______________

6. Other comments and suggestions.______________

Mail to: Educational Occupations Programs Coordinator
Occupational Program Services
N. C. Department of Community Colleges
Education Building
Raleigh, North Carolina 27611

APPENDIX A

RESOURCE LIST

CABLE (Head Start Training Facility)
17 Dudley Building
N. C. A & T State University
Greensboro, North Carolina 27411
919-379-7812
(Material for loan and purchase)

DC/TATS (Day Care/Technical Assistance and Training System)
Frank Porter Graham Child Development Center
500 NCNB Plaza
Chapel Hill, North Carolina 27514
919-962-2001
(Materials for loan and purchase)

School Bus and Traffic Safety Sections
N. C. Department of Motor Vehicles (DMV)
Raleigh, North Carolina 27611
919-733-3046

Media Processing Services
N. C. Department of Community Colleges
114 West Edenton Street
Raleigh, North Carolina 27611
919-733-7714
(Films for loan)

Office of Child Day Care Licensing (OCDCL)
N. C. Dept. of Administration
1919 Blue Ridge Road
Raleigh, North Carolina 27607
919-733-4801
(Material for loan and purchase)
(Licensing Representatives and CDA/Training Coordinators)

Office of Day Care Services
N. C. Department of Human Resources
325 North Salisbury Street
Raleigh, North Carolina 27611
919-733-6650
(Materials for loan and purchase)
(Day Care Specialists and Community Development Specialists)

RESOURCE LIST (continued)

Office of Volunteer Services
N. C. Dept. of Human Resources
325 North SalisburyStreet
Raleigh, North Carolina 27611
919-733-4502

USDA Food Program
Division of Child Nutrition
N. C. Department of Public Instruction
114 West Edenton Street
Raleigh, North Carolina 27611
919-733-7162

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The three primary resource libraries in North Carolina for child care personnel are DC/TATS, Office of Child Day Care Licensing, and CABLE. (See Resource List for addresses) Most of the material listed is available in one or more of these libraries.

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A guide for teacher recording in day care agencies. New York, 1965.

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Your school records; questions and answers about a set of rights for parents and students. Washington, D.C., 1978.

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Administration (continued)

Save the Children
The effective day care director: a discussion of the role and its responsibilities. Child Care Support Center.

Tapp Associates
Program management unit. Atlanta.

Texas. Dept. of Community Affairs
CDA instructional materials; competency F: carrying out supplementary responsibilities related to the children's programs. Austin, 1977.

Child Abuse and Neglect

Parents Anonymous
Child abuse is scary; facts and feelings for those who may need to report.

Child Care Environment

CABLE
A small world of play and learning.
Descriptions and diagrams of homemade playground and building equipment with suggestions for designing space.

Demonstration Nursery Center. University of North Carolina at Greensboro
Suggested equipment and supplies for infant-toddler center. rev. ed. 1969.

Harms, Thelma and Richard M. Clifford
The day care environment rating scale. Chapel Hill, N.C., Frank Porter Graham Child Development Center, 1978.

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Environmental provisions in day care. Chapel Hill, Frank Porter Graham Child Development Center, 1977.

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Learning environments for children. Humanics Limited, 1981.

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1 reference manual, 2 sets test materials, 2 article reprints, test forms.

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Children: developmental and relationships. 4th edition. New York, Macmillan Publishing Co., Inc., 1982.

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Learning games for the first 3 years of life. Walker Press, 1979.

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The years before school; guiding preschool children 2nd ed. New York, Macmillan, 1970.

Day Care as a Small Business

The material listed in this section was all produced by the U.S. Small Business Administration. Group 1 may be purchased by contacting the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Group 2 is available free from the Small Business Administration (SBA), P. O. Box 15434, Fort Worth, Texas 76119.

Group 1

Business Basics: Risk Management and Insurance.
A Self-Instructional Booklet 1018.

Business Basics: Job Analysis, Job Specifications, and Job Descriptions.
A Self-Instructional Booklet 1020.

Business Basics: Recruiting and Selecting Employees.
A Self-Instructional Booklet 1021.

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Insurance and Risk Management for Small Business. 3rd edition, 1981.

Metcalf, Wendell.
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Schaefer, Robert A.
Starting and Managing a Small Service Business, 1981.

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The ABC's of Borrowing. Management Aids No. 1.001

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Parent and Community Relations

Berger, Eugenia Hepworth
Parents as partners in education: the school and home working together. C. V. Mosby Co., 1981.

Brooks, Jane B.
The process of parenting. Mayfield Publishing Co., 1981.

Dinkmeyer, Don and Gary D. McKay
Systematic training for effective parenting: parent's handbook. American Guidance Services, Inc., 1976.

Honig, Alice S.
Parent involvement in early childhood education. Washington, D.C., NAEYC, 1975.

Gordon, Ira J. and William F. Breivogel, eds.
Building effective home-school relationships. Boston, Allyn and Bacon, 1976.

Sellers, Thelma
Public information-public relations handbook for Head Start Program. Greensboro, Learning Institute of North Carolina.

Southern Regional Education Board.
Public Information, public relations: a do-it-yourself kit. Atlanta.

Tapp Associates.
What's around the corner; community resources unit. Atlanta, 1977.

Staff Development

Greenberg, Polly
Day care do-it-yourself staff growth program. Washington, D.C., The Growth Program, 1975.

Hollomon, John W. et al.
Ideas for questioning in the day care center; staff training and development modules. No. 5. San Antonio, TX, Personnel Evaluation Research Services, 1977.

Staff Development (continued)

McAdams, Janice, Sarah Mansfield, et al.
Your day care staff: helping them grow and develop: an orientation manual. Frank Porter Graham Child Development Center and Office of Day Care Services, N.C. Dept. of Human Resources, 1981.

Texas. Dept. of Community Affairs.
CDA instructional materials competency coordinating home and center child-rearing practices and expectations. Austin, 1977.

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AUDIOVISUAL MATERIAL

Child Abuse and Neglect

Childhood at risk (kit). Audiovisual Library Service, Univ. of Minn.
Minneapolis, Minn.
1 filmstrip, 1 sound cassette (13 min.)
1 discussion guide
Summary: Discusses the handling of difficult and painful issues brought by children to their caregivers and teacher, such as death and abuse.

Child Care Environments

Arranging the classroom (kit). High/Scope
Educational Research Foundation, Ypsilanti, Mich.
1 filmstrip, 1 sound cassette
Summary: Describes the setting up of a preschool classroom

Dodge, Diane Trister
Room arrangement as a teaching strategy, 1978.
1 filmstrip, 1 cassette
Summary: Discusses how room arrangement affects the behavior of the child, and how room arrangement can be used to emphasize certain skills and concepts.

Harms, Thelma and Lee Cross
Day care environment. Chapel Hill, N.C., Frank Porter Graham Child Development Center, DC/TATS, 1978.
2 parts: Part 1 - 76 slides
Part 2 - 80 slides
1 cassette, 1 guide
Summary: Describes what constitutes a quality day care environment.

Quill, Jeanne
Inexpensive additions to outside play equipment. Childhood Resources, Inc.
Slide/tape

The right ingredients (kit). Pacific Oaks College, Pasadena, CA.
1 filmstrip, 1 sound cassette, 1 script, Helping parents with decision-making in day care series.
Summary: Provides a guide to the kind of child care environment in which a youngster grows and feels secure and happy.

Setting up a room: Creating an environment for learning. Campus Films, Scarsdale, N.Y.
1 reel (25 minutes); color; 16mm
Summary: Beginning with the basic structure and equipment of a classroom, two teachers plan and set up the learning environment for kindergarten children.

Curriculum (Including Child Development and Assessment)

Cognitive development.
CRM/McGraw Hill Films.
1 reel (20 minutes); color; 16mm
Summary: An interpretive overview, this film describes and portrays two major theories of cognitive development: the cognitive development stage approach and the cognitive-behavioral (or learning-based) approach. We consider how cognition is thought to evolve within each theoretical framework, and show how each viewpoint has been translated into practical application in a school setting.

Development.
CRM/McGraw Hill Films.
1 reel (33 minutes); color; 16mm
Summary: This film presents a sampling of the current research methods in the study of human psychological development, exposing the viewer to a number of different areas of study and to the psychologists who are working in these areas. Featured are Dr. Jerome Kagan and Sylvia Bell.

Developmental task instructional system (kit), by David Lillie. Day Care and Technical Assistance and Training System, Frank Porter Graham Child Dev. Center, Chapel Hill, N.C.
1 filmstrip, 1 cassette
Summary: Describes the step-by-step procedures involved in setting up individualized educational programs for preschool children.

Language development.
CRM/McGraw Hill Films.
1 reel (20 minutes); color; 16mm.
Summary: Based on recent studies of language acquisition, this film notes that children worldwide progress through the same sequence of language stages at about the same rate. Through animation, we see how an infant progresses vocally in the first few months, followed by a presentation of various research experiments involving language acquisition in youngsters.

Learning.
CRM/McGraw Hill Films.
1 reel (30 minutes); color; 16mm
Summary: This film takes viewers directly into experimental laboratory settings where the interaction between instinctual and learned behavior are being studied, along with modification of the resultant behavior. We see demonstrations of a variety of classic experiments.

The Learning Accomplishment Profile (kit)
Kaplan School Supply Corp., Winston Salem, N.C., 1975
1 filmstrip; 1 cassette; 1 guide
The Chapel Hill Training-Outreach Project
Summary: A general description of the LAP, an introduction to its use, a description of the recording systems and examples of LAP's use

Curriculum (continued)

in actual classroom situations. The LAP provides teachers with a tool for assessing a child's strengths and weaknesses and determines appropriate, behavioral educational objectives.

Mayo, Kathleen
The eight stages of human life: prenatal to late childhood (1-4). Human Relations Media.
4 filmstrips; 4 cassettes; teacher's guide
Summary: A graphic picture of the major features of development in the childhood years from conception to age 12. Includes an introduction to the works of leading figures in developmental psychology, including Freud, Erikson, Piaget and Kohlberg.

Physical development.
CRM/McGraw Hill Films.
1 reel (21 minutes); color; 16mm
Summary: This film provides an overview of normal physical growth and development from infancy to adolescence, including puberty. Perceptual and motor skills development in the early and middle childhood years are compared by Dr. Jack Keogh of USC.

Moral development
CRM/McGraw Hill Films.
1 reel (28 minutes); color; 16mm
Summary: This film re-creates the classic experiment first performed by Dr. Stanley Milgram in which one of two participants is required to administer what he believes are high voltage electric shocks to the other participant. Discussion emphasizes the influences of social and environmental factors on moral reasoning.

Sex role development.
CRM/McGraw Hill Films.
1 reel (23 minutes); color; 16mm
Summary: This film examines the influence that sex roles and stereotypes have on almost every facet of people's lives; the ways they are instilled in successive generations of Americans and the ways in which some people are currently trying to find better models for human behavior.

Health, Safety and Nutrition

TAPP Associates
There is no compromise: Health, safety and nutrition. Atlanta, GA, 1977.
73 slides; 1 cassette; 1 guide
Summary: Gives both center based and home based day care providers guidelines in assuming responsibilities for a child's health and safety. It also instructs the child care worker on how to set limits and supervise outside playing as well as discusses the importance of knowing appropriate first aide techniques.

Parent and Community Relations

Parents' Magazine Films
Working in the classroom. New York, 1978.
5 filmstrips; 3 cassettes; 1 guide
(Parent involvement: A program for teachers and educators.)

Contents:
1. Parents as a resource
2. Planning for parent participation
3. Training and supervision
4. The program in progress
5. Evaluating parent involvement

Parents' Magazine Films
The importance of parent involvement. New York, 1978.
5 filmstrips; 3 cassettes; 1 guide
(parent involvement: A program for teachers and educators)

Contents:
1. Why involve parents?
2. Parent involvement yesterday and today
3. Roles for parents in education
4. Barriers to parent involvement
5. Benefits of parent involvement

APPENDIX C

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*An original copy of OCDCL forms is available from the Office of Child Day Care Licensing. See Resource List for address.

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